

Cluster - II  
Scheduled Caste - 5-9

# **AN EVALUATIVE STUDY OF PRE-MATRIC SCHOLARSHIP SCHEME FOR SCHEDULED CASTE AND SCHEDULED TRIBE STUDENTS**

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## FOREWORD

The Union and the state governments and the union territory administrations have been, as a part of their general educational development programmes, giving financial assistance to Scheduled Caste and Scheduled Tribe students. Large number of schemes are being implemented for this purpose. One of the important schemes is the pre-matric scholarship to these students. The main objective of this scheme is to help these students continue their studies without any hindrance. Whether the scholarships reach the students in time, whether they are adequate to meet their educational needs, what are the bottlenecks in disbursing the scholarships, what are the criteria of execution of the scheme etc. are the subject matter of this evaluative study.

The study has been undertaken on an all-India basis. The states and union territories have been divided into three clusters depending upon their respective Scheduled Caste and Scheduled Tribe population. Reports have been written cluster-wise. Thus there are a total of six reports- three on Scheduled Castes and three on Scheduled Tribes. There is no report on states and union territories where there is no Scheduled Caste and Scheduled Tribe population.

The report of Cluster-II is delayed because the field data and report of Delhi and Rajasthan were burnt in the NCERT fire.



The study has been taken up at the request of the Committee on the Welfare of Scheduled Castes and Scheduled Tribes (7th Lok Sabha) of the Ministry of Home Affairs and Planning Commission, and it has been funded by the Ministry of Welfare in consultation with the Ministry of Human Resource Development, Government of India.

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## INTRODUCTION

India is a democratic country. The people living in it are multilingual and multi-religious. The country has its own written constitution giving certain privileges to the people who are socially, economically and educationally backward. The Scheduled Castes, Scheduled Tribes and other backward communities constitute these groups of people. India, being a welfare state, cannot afford to leave a particular section of its population behind in its march towards social, economic and educational development. To bridge the gap that exists between these communities and the other fairly advanced communities the constitution has given guarantees to the former that every effort will be made to bring them to the level of the latter.

### Constitutional safeguards

At the time of independence the underdeveloped communities used to be looked down upon by the other communities. Due to their extreme poverty and isolation they were not able to come at par with the other communities in economic, political and educational spheres. Special provisions were thus made in the constitution to meet their needs.

The constitution has made certain provision with regard to the welfare of the Scheduled Castes and Scheduled Tribes. Some of the important articles are mentioned below.





Article 15 stipulates that, 'the state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustices and all forms of exploitation'.

All programmes aimed at educational development of these communities emanate from this article of the constitution.

Article 164 provides that in the states of Bihar, Madhya Pradesh and Orissa there shall be a Minister incharge of tribal welfare. Article 244 provides for the application of the fifth schedule to the administration and control of the scheduled areas and the Scheduled Tribes, whereas the sixth schedule will be applicable to the administration of the state of Assam (and now of Meghalaya and Mizoram).

Articles 330 and 332 respectively provide for reservation of seats for the Scheduled Castes and Scheduled Tribes in the House of the people and the Legislative Assemblies. These reservations were to expire at the end of 30 years from the commencement of the constitution as envisaged in Article 334. Now they are extended up to 1990.

The constitution further provides, under Article 335 that due consideration will be given to the members of the



Scheduled Castes and Scheduled Tribes in matter of appointment. All reservation of seats in services emanate from this provision.

Article 338 provides for the appointment of a Special Officer to investigate all matters relating to the safeguards provided in the constitution and report to the President.

Similarly there are many provisions in the constitution which provide ample protection of interests of the Scheduled Castes and Scheduled Tribes and provide certain privileges to them. It can be safely said that due to the constitutional provision the Scheduled Castes and Scheduled Tribes have been able to develop socially, economically and educationally.

#### Background of the study

The Committee on the Welfare of the Scheduled Tribes (7th Lok Sabha) of the Ministry of Home Affairs and Planning Commission in its 21st report recommended, inter alia, that 'The committee hope that the NCERT will be able to evaluate working of the pre-metric scholarship scheme as early as possible and suggest corrective measures for strengthening the scheme with a view to accelerating the educational development of the Scheduled Castes and Scheduled Tribes and also to check the large incidence of dropout of children at the primary and middle school levels'.



Consequently, a meeting was held in the Ministry of Human Resource Development in which the representatives of the Ministry of Human Resource Development, Ministry of Home Affairs and National Council of Educational Research and Training (NCERT) participated. It was decided in the meeting that the NCERT may take up the said study. The Joint Secretary (Schools), Department of Education in the Ministry of Human Resource Development requested the Director, NCERT, to undertake the study who agreed to the proposal. The Ministry of Home Affairs (now the Ministry of Welfare) agreed to provide fund for the study.

#### Need of the study

The various State Governments have been spending considerable amount of money in providing a large number of incentives to the students belonging to the Scheduled Caste and Scheduled Tribes under the pre-metric scholarship scheme. The main intention behind the scheme is to provide monetary incentives to the Scheduled Caste and Scheduled Tribe students to enable them to prosecute their studies, and to prevent their large scale dropout. The Government would like to know whether the benefits provided under the scheme really reach the students and whether they are used for the purpose for which they are meant. There are often complaints of delay in disbursement of the



scholarship. The amount provided is also, at times, considered inadequate. The operational machinery has also come under criticism for its acts of omission and commission. It was, therefore, felt necessary to undertake a study to find out the above aspects of the pre-matric scholarship scheme.

#### Importance of the study

Since independence the Government of India and the State Governments have been trying to improve the educational standards of the underdeveloped people of India. Plan after plan substantial sums of money have been earmarked for their educational development. A number of incentive schemes have been launched for them so that they can take benefit of the scheme and prosecute their studies further. These benefits are given to them with a view to helping them meet the cost of education and lessening the economic burden on their parents.

Imparting education to the children belonging to the Scheduled Castes and Scheduled Tribes has been much emphasised in the five-year plans. Even the New Policy on Education, 1986, has laid great emphasis on educational development of these two communities.

The success of any educational scheme depends on the finance available for it. The previous studies available





on the financial assistance given to the tribal children indicate that the spread of education among the tribes was due to the provisions of awards of scholarships, stipends, book grants, hostel grants, free distribution of slates, pencils and textbooks, exemption from tuition fees and examination fees, free supply of dresses and mid day meals. The above incentives are provided to children belonging to Scheduled Castes and Scheduled Tribes in order to attract them to the school and retain them there. The schemes are operating in one form or the other in all the States and Union Territories in the Indian Union.

Pre-matric scholarship is one such incentive scheme. It is operating in many of the States and Union Territories of India. But so far there has been no systematic attempt made to find out as to how the scheme of financial assistance for pre-matric students is operating. This is the first study of its kind and is concentrated on the operation of the scheme on an all-India basis and has come out with corrective measures in order to strengthen and streamline the scheme.

#### Scope of the study

The scope of the study is wide. All States and Union Territories, having population of the Scheduled Castes and Scheduled Tribes, are covered. Five districts from each



of the States and the from each of the Union Territories have been selected for the study. All types of incentive schemes and pre-matric scholarship scheme meant for the Scheduled Castes and Scheduled Tribes are covered. The beneficiaries at primary, middle and secondary levels of schooling are included for interviewing. Also the parents of the selected beneficiaries have been interviewed with regard to many aspects of the pre-matric scholarship scheme. The headmasters of the sample schools are also interviewed. Education Officers at the state headquarters are also interviewed to obtain relevant data on the expenditure and number of beneficiaries for different years. Thus the study covers a wide range of respondents and a big geographic area.

#### The research design

Statement of the problem : Pre-matric scholarship scheme for the Scheduled Caste and Scheduled Tribe students is one of the major schemes providing different types of monetary and other incentives to them to enable them to prosecute their studies. Most of the States and Union Territory administrations have introduced this scheme which has been operating for several years now. It would be desirable to find out whether the scheme has, in fact, provided any benefit to the students, whether the monetary assistance



provided to the students as per need, reaches them in time, and is utilized for the purpose for which it is meant. Making these information available to the government would enable them to revamp the operational machinery.

A brief overview of work already done in the area of the study

The Project Director of this study had undertaken a study entitled "Utilization of Financial Assistance given by the Government to Tribal Students (MERT, New Delhi, 1977) in which the scheme of pre-matric scholarship was partially covered. The study was, however, undertaken in only four sample states of Assam, Bihar, Madhya Pradesh and Tripura. Other than this, to the best of our knowledge, no study on pre-matric scholarship scheme has been undertaken.

Research question of the study : Answer to the following research question were attempted in this study.

- i) What are the different types of monetary incentives provided under the scheme of pre-matric scholarship to the Scheduled Caste and Scheduled Tribe students ?
- ii) What is the coverage of the Scheduled Caste and Scheduled Tribe students under the scheme ?
- iii) What are the rules and regulations governing the implementation of the scheme and how these help or obstruct the smooth functioning of the operational machinery.



iv) Is the pre-matric scholarship adequate to meet the educational requirement of students ?

v) Is the amount of scholarship disbursed to students utilized by them for the purpose for which it is meant ?

vi) What are the corrective measures that can be taken to strengthen and streamline the scheme ?

Objectives of the study : The following are the objectives of the evaluative study - To review the functioning of the pre-matric scholarship scheme for Scheduled Caste and Scheduled Tribe students; to examine the beneficiaries under the scheme; to study the rules and regulations governing pre-matric scholarships; to find out the propriety, regularity, extent and causes of delay, and bottlenecks for the award of pre-matric scholarship and to suggest corrective measures to strengthen the scheme and improving the operational machinery of the scheme.

Sample and coverage : The study was conducted in three phases. The States and Union Territories were divided into three clusters. Cluster one consisted of those States and Union Territories which have more than 20 per cent Scheduled Caste and Scheduled Tribes population. Cluster two consisted of those which have more than the national percentage (15.75 in case of Scheduled Caste and 7.26 in





case of Scheduled Tribes) but less than 20 per cent population. Cluster three consisted of those States and Union Territories which have less than the national percentage of population. The States and Union Territories in Cluster one were covered in phase one, those in cluster two in phase two and those in cluster three in phase three. States and Union Territories having no Scheduled Caste and Scheduled Tribe population were excluded from the study. A list of cluster-wise States and Union Territories in respect of Scheduled Caste and Scheduled Tribes is given below.

Cluster	States and Union Territories for the study of Scheduled Castes	States and Union Territories for the study of Scheduled Tribes
<b>I</b>		
More than 20 per cent population	Punjab, Himachal Pradesh, West Bengal and Uttar Pradesh	Lakshadweep, Mizoram, Nagaland, Meghalaya, Dadra & Nagar Haveli, Arunachal Pradesh, Tripura, Manipur, Sikkim, Madhya Pradesh, and Orissa
<b>II</b>		
More than the national percentage (15.75 in case of Scheduled Castes and 7.76 in case of Scheduled Tribes) but less than 20 percent population.	Haryana, Tamil Nadu, Delhi Pondicherry and Rajasthan.	Gujarat, Rajasthan, Andaman & Nicobar Islands, Assam, Maharashtra and Bihar



### III

Less than the national percentage (15.75 in case of Scheduled Castes and 7.76 in case of Scheduled Tribes).	Tripura, Karnataka, Andhra Pradesh, Orissa, Bihar, Madhya Pradesh, Chandigarh, Kerala, Jammu & Kashmir, Gujarat, Maharashtra, Assam, Sikkim, Goa, Daman, Diu, Dadra and Nagar Haveli, Manipur, Arunachal Pradesh, Meghalaya and Mizoram.	West Bengal, Karnataka, Madhya Pradesh, Kerala, Bihar, Jammu & Kashmir, Daman & Diu.
No Scheduled Castes and Scheduled Tribes and hence no study was made.	Nagaland, Andaman & Nicobar Islands and Lakshadweep.	Jammu & Kashmir, Punjab, Chandigarh, Delhi and Pondicherry.

Five districts from each of the sample States and three districts from each of the Union Territory were selected for the study. From each district one primary, one middle and one high school were selected. Since in a particular State/Union Territory the same scheme would be in operation in all the schools, coverage of the above number of schools in each one of them was considered adequate. Districts and schools were selected on the basis of the highest enrolment of the Scheduled Caste and Scheduled Tribe students.



Two beneficiaries from each school, their parents, the headmasters of the sample schools and education officers at state level were interviewed to elicit information about the various aspects of the functioning of the scheme.

Tools and techniques : Primary data were collected from the beneficiaries, their parents and schools headmasters from the sample districts. Secondary data were collected from the office of the Directorate of Public Instruction/Directorate of School Education or Social Welfare Department/District Welfare Office or District Education Office of the sample districts. Separate schedules were prepared for the headmasters, beneficiaries and parents. Apart from the above tools, interview guides for state and district level officials were also prepared. These guides were also maintained.

The schedules for headmasters give the information about the introduction of the pre-metric scholarship scheme in the state, processes involved in selection of beneficiaries, headmaster's role in the disbursement of funds and causes of delay in disbursement, if any, and utilization of scholarship by the students. Lastly, his suggestions on the pre-metric scholarship scheme were also incorporated.



In the scheduled for beneficiaries the natives items which he gets, his knowledge about pre-metric scholarship, its utilization etc. were covered.

In the schedules for parents awareness of children's education, incentive which the child gets and other information about the pre-metric scholarship and other suggestions were covered.

Data processing : The collected data were processed manually. No computerization of the data was carried out.

Time budgeting :

- |       |  |             |
|-------|--|-------------|
| i)    | Preparatory work including selection and appointment of staff and their training | - 1 month   |
| ii)   | Pilot study  | - 1 month   |
| iii)  | Drawing of the sample  | - 2 months  |
| iv)   | Tool construction  | - 2 months  |
| v)    | Data collection  | - 12 months |
| vi)   | Data processing  | - 3 months  |
| vii)  | Data analysis  | - 3 months  |
| viii) | Report writing   | - 6 months  |

Total - 36 months





Limitation of the study : While conducting the study, many limitations were observed throughout the field work. The first handicap was indifferent attitude of officials at the state level. Because of their attitude it was not possible to get secondary data properly in many states, especially in the north-eastern states. As has been mentioned earlier, three types of schedules were conversed : with headmasters, beneficiaries and parents. While conversing the schedule on parents and beneficiaries it was highly difficult to get responses from them. Another problem was the dialect. The investigators had to depend on an interpreter who often was a teacher. Hence, there was a chance of biased views. However, necessary precaution was taken to avoid the biased responses. The schedules for the beneficiaries were conversed, as far as possible, in front of the teachers. Since many students were not able to respond in front of the teachers, the investigators called them in leisure time or after school hours to interview them.

Besides, the usual difficulties in tribal areas were faced by the project staff. Considerable time was spent in covering remote distances. In north-eastern areas transport facilities were difficult to get. In such states investigators faced difficult situation to go from one place to another.



However, inspite of all limitations and difficulties mentioned above, work in the States and Union Territories have been successfully completed and its results given in the succeeding chapters.

The introduction will be repeated in all the cluster reports because information contained in it is common to all of them.

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## HARYANA

### Chapter One

#### SCHHEME OF FINANCIAL ASSISTANCE

A brief note on various schemes of financial assistance

Government of Haryana has been implementing various incentive schemes both in cash and kind to attract the Scheduled Caste students who form nearly 19 per cent of the state's population. The data are collected from the districts where Scheduled Caste population is concentrated. These are Ambala, Rohtak, Hisar, Karnal and Kurukshetra. The date of reference of these data is December 1966.

In the present study an attempt has been made to review the facilities available to the Scheduled Caste students and the procedure involved in reaching the benefits to the beneficiaries.

#### Policy of awarding financial assistance

The major policy of awarding such incentives both in cash and kind is to provide free education to the Scheduled Caste students and also encourage them for educational advancement.



The following schemes are being dealt with by the education department, and are meant for general students to which Scheduled Caste students are also entitled.

1. Award of middle school merit scholarships in classes 8th to 8th.
2. Award of high school merit scholarships in classes 9th and 10th.
3. Award of scholarships to the students studying Telugu in 7th and 8th classes.
4. Award of scholarships to the talented children on the basis of 8th class examination.
5. Award of stipends to the students from Mysore studying in public school, Mysore.
6. Award of stipends to the students from Mysore studying in Sainik School in India.
7. Scholarships based on talent search examination.
8. Award of stipend to the students of 7th to 11th classes belonging to Scheduled Castes.
9. Award of stipend to the students of 9th to 11th classes belonging to backward classes.
10. Award of stipend to students of denotified tribes studying in classes 9th to 11th.





11. Award of scholarships to girl students studying in 9th to 10th classes on the basis of result of final standard examination.
12. Special coaching classes for Scheduled Caste students studying in 9th and 10th classes.

Apart from the above schemes, there are schemes specially meant for Scheduled Caste students studying at pre-metric level. They are:

1. Attendance scholarship
2. Opportunity cost money
3. Stationery grant
4. Free uniforms

Criteria and implementation of pre-metric school grant

The general criterion for award of incentive both in cash and kind is that the student should belong to Haryana state and Scheduled Caste community. Dependence upon the scholarship for which he has applied the student's parent's income is also considered.

There are seven incentive schemes intended for Scheduled Caste students studying in classes I to X. At primary level the financial assistance is given mostly for stationery, uniforms and attendance prize. At secondary level the financial assistance include stipend,



merit scholarship, merit city cost, attendance prize and stationery grant etc.

Many of the above schemes are initiated in the Seventh Five Year Plan period to accelerate the pace of expansion of primary education (I-V) and to achieve eight per cent enrolment of Scheduled Caste students and others backward classes.

#### Free uniforms

Uniforms was given to Harijan girl student studying in classes I-V. Four metres of cloth is provided to each student.

In high school (IX-X) the girl students get 2.25 metres for channi/Duppata but it is meant only for weaker sections of the society. Scheduled Caste girl students also get the cloth.

#### Attendance prize

This prize is given to the primary school girl students who have more than 70 per cent attendance among them. The amount is paid quarterly. The rate of attendance prize is Rs. 10.00 per month.



### Free stationery

Rs. 10 and Rs. 20 is given for the primary (I-V) and middle (VI-XII) school Scheduled Caste students towards stationery charges. They are expected to purchase slate, pencil, pen and note-books etc.

### Opportunity cost

Opportunity cost is given to the Scheduled Caste students studying in class VI-VIII. The rate of this opportunity cost is Rs. 15 per month. The scheme is intended to reduce the drop out rate at the middle and secondary level. The scheme was introduced since 1985 onwards. The major criterion of the scheme is to compensate the economic loss incurred due to sending the child to school.

### Special coaching scheme for Scheduled Caste students studying in classes IX-X

Students belonging to Scheduled Castes studying in classes IX-X are given special coaching in English, Mathematics and Sciences. Students who intend to get coaching should not be of less than tenth standard. Teachers who teach such classes before or after school hours are paid remuneration of Rs. 150 per month for English and Rs. 200 per month for Mathematics and Sciences.



Award of scholarships to Scheduled Caste girl students

This scheme is known as merit scholarship. Under this, five girl students belonging to the Scheduled Castes are awarded scholarships in classes 9th of each district on the basis of middle school examination. The scholarship is renewed in 10th and 11th classes. The rate of scholarship is Rs. 40, Rs. 50 and Rs. 60 per month for 9th, 10th and 11th classes respectively. The duration of stipend is for 12 months.

Award of stipend to the students of 9th to 11th classes belonging to the Scheduled Castes

Under this scheme, students belonging to the Scheduled Castes whose parents/guardians income is Rs. 10,000 per annum and studying in 9th to 11th classes are given a stipend of Rs. 20 per month.

Award of scholarship and reimbursement of tuition fees for Scheduled Caste students

The objective of the scheme is to extend various facilities to the Scheduled Caste/backward class students studying in 9th to 11th classes.

1. Grant of scholarships amounting to Rs. 20 per month per student.
2. Reimbursement/refund of Board examination fees in 10th and 11th classes.





3. Reimbursement of tuition fees to recognised institutions/ school

Students belonging to the Scheduled Caste and Scheduled classes, whose parent's income does not exceed Rs. 10,000 per annum, are eligible for this scheme.

The procedure involved in awarding financial assistance is lengthy. The student should fill the printed proforma with which he has to enclose an affidavit showing his parent's income and also school community certificate. Duly filled in proforma is submitted to the concerned school headmasters. In case of primary and middle schools the headmasters submit the proforma to the block education officer who is empowered to sanction the financial assistance. In case of high schools sub-divisional education officer is the drawing and disbursing authority. However in recent times headmasters of high schools have been authorised to draw the amount to reduce the delay in disbursement of financial assistance. The following responses were drawn from the headmasters of the sample schools.



Table 1 : Methods of applying for financial assistance.

n = 15

Responses	Number of responses	Percentage
Students should apply in appropriate proforma	5	33.3
Students should submit the application along with an affidavit (community plus income)	15	100.0
His name sent to the concerned Education Officer	10	66.7

All the headmasters interviewed accepted the procedure which they follow in awarding financial assistance which was discussed earlier. However 66.7 per cent said that they submit the filled in application to the block and sub-divisional education officers for approval/ sanction. 33.3 per cent said that the students should apply in appropriate form.

Regarding the selection criteria the headmasters expressed various views which are given as follows.



Table 2 : Selection criteria for award of financial assistance

N = 15

Responses	Number of Responses	Percentage
Low income of the parent	6	40.0
By virtue of his belonging to the Scheduled Caste community	13	86.7
Low social status	1	6.7

Many of the headmasters gave more than one response. Majority of them (86.7 per cent) said that by virtue of their belonging to the Scheduled Caste community they avail of the benefits provided by the government. 40 per cent of them told that the financial assistance is given on the basis of the parent's income. However, 6.7 per cent told that they get it because of their low social status.

It was also enquired from the beneficiaries about their knowledge about scholarships, to which 82.8 per cent said that they know the criteria, and 17.2 per cent did not know about the criteria of disbursement of financial assistance.

The headmasters' responses regarding the availability of financial incentives to all the Scheduled Caste students in the school show that out of 15 interviewed, only 13.3 per cent said that it is available to all, 86.7 per cent



said the incentives were not available to all Scheduled Caste students. Further enquiries about the causes of non-availability of financial assistance to all the Scheduled Caste students revealed the following picture.

Table 3 : Causes of non-availability of financial assistance to all the Scheduled Caste students

A-13

Responses	Number of responses	Percent %
Filled in application not submitted by the student in time	1	7.7
Inadequacy of funds	11	81.6
Late joining of students in the school	10	76.9
Irregular release of funds	7	53.8
Students not regular in attending the school	1	7.7
Indifferent attitude of parents	1	7.7

Majority of the respondents gave more than one response. 81.6 per cent of headmasters expressed that inadequacy of funds is the major reason for non-availability of financial assistance to all the Scheduled Caste students. Further, 76.9 per cent said that late joining of the





students to the school is the reason. 53.8 per cent said that irregular release of funds, and the students not being regular to the school. 7.7 per cent said that filled in applications are not submitted by the students in time, and the same per cent of headmaster opined that indifferent attitude of the parent is the cause.

From the table it is understood that the inadequacy of funds is the major reason followed by the late joining of the children to the schools. Naturally, if the students join the school after the stipulated time, the process of awarding scholarship would have been completed and hence he does not get it.

It is enquired from the student respondents about the availability of scholarships. Out of 35 students interviewed 94.3 per cent said that they have received the scholarships and 5.7 per cent said that they have not received it. Further, it was enquired as to the reasons for non-availability of scholarship/incentive to them, it is understood from the responses of the students that the parents' income was more than the ceiling for award of scholarship. Another student said that because of his father's transfer from one place to another he could not get it.



The students who received the financial assistance were enquired as to what type of assistance they got. The following table shows the items which they received.

Table 4 : Type of incentive available to the students

N = 33

Types of incentives	Number of responses	Percentage
Attendance scholarship	22	66.7
Scholarship awarded to the Scheduled Caste students	8	24.2
Merit scholarship	1	3.0
Uniforms	24	72.7
Books from book bank and stationery	31	93.9

The responses of the recipients were multiple in nature. 66.7 per cent said that they receive attendance scholarship. 24.2 per cent said that they get the scholarship which is awarded to Scheduled Caste students. 3.0 per cent said that they receive merit scholarship. 72.7 per cent receive uniforms. 84.8 per cent receive the textbooks and 93.9 per cent receive the stationery grant.



It is learned from the above table that every student receive more than one incentive either in cash or in kind.

The beneficiaries who expressed that they were aware of the financial assistance, were enquired about the specific criteria. Many of the beneficiaries gave more than one response.

Table 5 : Awareness about the financial assistance

N = 29

Responses	Number of responses	Percentage
Belong to the Scheduled Caste category	29	100
Come under the category of low income group	12	41.4

All the beneficiaries told that those who belong to Scheduled Caste community were eligible to get the financial assistance. 41.4 per cent told that those who come under the category of low income group were also eligible.

The above analysis indicates that the beneficiaries who belong to the Scheduled Caste community and low income group were eligible to get the financial assistance.



Machinery and mode of disbursement

The organizational setup for the execution, policy and implementation of the schemes of financial assistance, may be called as machinery for implementation of financial incentive schemes.

In the state of Haryana there is no special machinery or official infrastructure for implementation of the financial assistance. However, under the over-all supervision of District Education Officer the financial assistance is distributed to the awardees by the Block Education Officer at primary and middle level and Sub-divisional Education Officer at the high school level. The funds come from Director of Education on demand of the districts.

The responses of headmasters were analysed about the actual machinery involved in disbursement of financial assistance. Out of 15 headmasters interviewed 66.7 per cent said that the sub-divisional education officer is the authority to sanction the amount, 33.3 per cent said that the Block Education Officer sanctioned and releases the amount. All the headmasters said that the grant comes to them and they do not have any problem in drawing the amount from the treasury or from the concerned higher authorities.





Regarding the distribution of financial assistance, out of 15 headmasters interviewed, 93.3 per cent said that the amount was distributed immediately from the concerned authorities. 6.7 per cent said that the amount was distributed on festival days. It is understood that there is no rule to distribute the assistance on festival days.

Further it is clarified that no official was present at the time of disbursement of financial assistance but the amount is given in the presence of the parents of the beneficiaries.

#### Extent of financial assistance

Financial assistance was provided both in cash and kind to the Scheduled Caste students. By and large, all the boy and girl students were covered under one or the other scheme. Scheme-wise coverage of students is given below for some schemes.

Table 6 : Scholarship to the IX to XI class students

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	120.20	113.79	87,457
1985-86	74.73	74.69	31,000
1986-87	77.12	77.11	32,130



The allocation and expenditure shown above are both plan and non-plan figures. The number of backward classes beneficiaries was also included in the beneficiaries' figure.

In the year 1984-85 the allocation was Rs. 120.20 lakhs and the expenditure was Rs. 113.72 lakhs for 27,157 beneficiaries. In the year 1985-86 the allocation was Rs. 74.73 lakhs and almost the same amount was spent on 31,000 beneficiaries. For the year 1986-87 the allocation was Rs. 77.12 lakhs and 77.11 lakhs was spent on 32,130 beneficiaries. Only in 1984-85 the beneficiaries' number was comparatively more than during the remaining two years.

Table 7 : Merit scholarship for girl students

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	1.01	0.86	173
1985-86	1.00	1.00	150
1986-87	0.95	0.95	156

Under this scheme the coverage should be equal during all the years because the coverage is five girl students in each district. However, there is a slight difference in the above figures from year to year. In the year 1984-85 the allocation was Rs. 1.01 lakhs and Rs. 0.86 lakhs



were spent on 160 beneficiaries. In the year 1985-86 Rs. 1.00 lakh were allocated and the expenditure was spent on 160 beneficiaries. In the year 1986-87 the allocation and the expenditure was Rs. 0.95 lakh and 150 were benefitted.

Stationery grant is the other scheme which covers a large number of Scheduled Caste students from class I to XII. The following table shows the beneficiaries of stationery grant.

Table 8 : Stationery grant - number of beneficiaries  
(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	17.45	17.45	1,83,200
1985-86	0.79	0.79	3,950
1986-87	19.91	19.91	99,550

1,83,200 students were benefitted in the year 1984-85 by spending Rs. 17.45 lakh. 3,950 were benefitted in the year 1985-86 by spending Rs. 0.79 lakh and 99,550 were benefitted in the year 1986-87 by spending Rs. 19.91 lakhs. In the year 1984-85 the figure shows both primary and secondary level beneficiaries whereas during the remaining two years the figure shows only secondary level beneficiaries. Primary school beneficiaries figure was not available for the remaining two years.



Opportunity cost scholarship was started in the year 1985-86 onwards.

Table 9 : Opportunity cost scholarship

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	-	-	-
1985-86	114.00	108.18	60,100
1986-87	134.23	114.16	63,423

In the year 1985-86 the allocation was Rs. 114.00 lakhs and Rs. 108.18 was spent on 60,100 beneficiaries. For the year 1986-87 the allocation was Rs. 134.23 lakhs and 114.16 lakh spent on 63,423 beneficiaries. The number of beneficiaries were increased from 1985-86 to 1986-87. By and large all the Scheduled Caste students have been covered under the various financial, incentive schemes.

#### Frequency of disbursement

The disbursement of the incentives and the instalments in which it is paid may be considered as frequency of disbursement. Here an endeavour has been made to find out the frequency of disbursement of financial assistance





from the student respondents to know the regularity or irregularity in payment of the amount of financial assistance.

Monthly payment was intended under majority of the schemes. However, in practice the financial assistance was given quarterly or half yearly. For some schemes like stationery grant, attendance scholarship etc. the amount was given annually, yet the disbursement was not made in time.



## Chapter Two

### STRENGTH AND WEAKNESSES IN THE SCHEME

### DELAY IN DISBURSEMENT OF FINANCIAL ASSISTANCE

#### Strength and weakness in the scheme

The Government of Haryana implements various incentive schemes both in cash and kind. It covers a considerable number of Scheduled Caste students and also helps in increasing their enrolment. Free uniforms and attendance prize are meant for girl students which attract them to the school. Special coaching classes to high school students is also one of the scheme which helps them to cope up with other students. Opportunity cost scheme also helps in regular attendance of the students. The schemes which are meant for primary class students is for achieving the goal of universalization of elementary education.

Major financial assistance is meant for girl students, which is considered as a weakness in the scheme. The amount given for stationary charges is inadequate and also majority of the students do not utilize the amount for the purpose for which it is meant. It is necessary to give material assistance instead of the amount. Uniforms is provided to the girl students only.



Generally, the scholarship/incentives should be awarded to both boys and girls. It is the major weakness in all the schemes implemented in the state that in many schemes only girl students are covered.

Headmasters were interviewed and their opinions elicited about its merits and demerits. Out of 15 headmasters interviewed 73.3 per cent said that the incentives were very helpful in increasing the enrolment of students. 26.7 per cent said it is not helpful for them in this regard. They were further enquired as to the causes of the schemes being non-attractive to the students.

Table 10 : Headmasters' views about the causes of financial assistance being non-attractive to the students

N = 4

Causes	RESPONSES	Percentage
Amount is meagre	1	25.00
Payment is irregular	1	25.00
Awardees do not stick to the requirements governing the grant of pre-matric scholarship	3	75.00

Some of the respondents gave more than one response. 75 per cent of the headmaster said that the awardees do not stick to the requirements governing the grant of



pre-matric scholarships. 25 per cent said that payment is irregular and the amount is meagre. These are some of the weaknesses which are unable to attract poor students. Even though they come to the school they do it for scholarships only. Some of the teachers expressed the view that the parents often come to the school to enquire about the cash award. Once they get the amount they do not bother about the student's regularity to the school.

#### Delay at different levels

With regard to delay in pre-matric scholarships, when the financial assistance does not reach the beneficiaries, it is considered that it is delayed. The delay mostly occurs at planning and execution of the schemes of financial assistance as a whole, resulting in tardy progress of the whole scheme.

Successful implementation of the schemes of financial assistance depends mainly on efficient execution and on avoiding delays.

The implementation of financial assistance gets considerably delayed. The major delay is at the state level. Out of 15 headmasters interviewed, 80 per cent said that there is a delay and 20 per cent said that there is no delay. Among the beneficiaries (35) 54.3 per cent said there is no delay and 45.7 per cent said there is delay. However,





parents of the beneficiaries did not respond because they did not know the norms. Whenever the workers send a receipt, they go to the shop and collect the amount.

The responses of headmasters and beneficiaries were further analysed to know the exact delay in disbursement of financial assistance.

Table 11 . Delay in disbursement of financial assistance

Time gap	Headmasters	Beneficiaries
Three months	12 (100)	14 (57.5)
Six months	-	2 (12.5)

All the headmasters interviewed told that the delay was upto three months only. They also explained that it is a negligible delay and will be always there for all the various localities to avail the financial assistance.

87.5 per cent beneficiaries told that the delay in disbursement was upto three months and 12.5 per cent said it was upto six months. The headmasters explained the various causes of delay in disbursement of financial assistance.



Table 12 : Causes of delay in disbursement of financial  
assistance

N = 12

Causes	Number of respondents	Percentage
Necessary information at appropriate time not available	12	100
Non-availability of necessary documents from the students	12	100
Mispractices in sanction and disbursement of incentives	8	66.67
Non-availability of scholarship to all the students	4	33.33

All the respondents gave more than one response. All of them told that they could not get the information from the authorities at appropriate time and also they said that the non-availability of necessary documents from the students, which led to delay. 66 per cent expressed that non-availability of scholarship to all the students was one of the causes, and finally 66.7 per cent expressed the view that there were mispractices in sanction and disbursement of financial assistance.

The above analysis shows the causes of delay in disbursement of financial assistance.



The above analysis shows the causes of delay in disbursement of financial assistance.

Non-payment of scholarship.

There was no case of non-payment of scholarship in the sample schools.



## Chapter Three

### UTILIZATION AND MISUTILIZATION OF FINANCIAL ASSISTANCE

#### Utilization

The success of any scheme of financial assistance mostly depends on its utilization. Allocation of funds itself is not enough and it is equally important. In the present chapter an attempt is made to study the different problems of utilization of the amount of financial assistance given to the Scheduled Caste students.

Majority of officers and teachers who expressed the view that the amount of financial assistance was expected to be spent by the students on education. The headmasters' report on the utilization of financial assistance given to the Scheduled Caste students are as follows.





Table 13 : Purposes of awarding the scholarship.

N = 15

Purposes	Number of responses	Percentage
To achieve the universalisation of elementary education	6	40.0
To help the economically and socially disadvantaged groups	5	33.3
To meet the cost of education	3	20.0
To attract the loss in daily earning of the child	2	13.3
To provide education among the Scheduled Caste students	1	6.7
To get more girls enrolled	1	6.7

Majority of the respondents gave more than one response. 40 per cent of them told that the purpose of awarding scholarship was the universalisation of elementary education and 33.3 per cent told that it was to provide education among the Scheduled Caste students. 20 per cent expressed the view that the purpose was to help the economically and socially disadvantaged groups and the 13.3 per cent told that it was to attract students to girls education. 6.7 per cent said that it was to meet the cost of education which their parents could not. 6.7 per cent told that it was to compensate the loss in daily earnings of the child, and the same per cent told it was to get more girl students enrolled.



The above responses clearly indicate that the main purpose of the financial assistance is to help the Scheduled Caste students to impart education.

Regarding utilization of financial assistance by the students, the official-respondents raised various queries. Many of them told that it is not mostly utilized properly, some told that the amount was utilized by the students for their personal use. The headmasters were interviewed to elicit their opinion on the utilization of financial assistance by the beneficiaries. Out of 15 headmasters interviewed, 93.7 per cent said that it was utilized properly and 13.3 per cent said it was not utilized properly.

Table 14 : Utilization of financial assistance

N = 15

Items of utilization	Number of respondents	Percentage
Purchasing books/stationery	9	69.2
Buying clothes	13	92.3
Handing over to parents	13	100.0

All the headmasters interviewed gave more than one response. 69.2 per cent expressed the view that the amount was spent on books and stationery. 92.3 per cent expressed



that they were utilized for making clothes. All the beneficiaries handed over the amount which they got in the school to their parents.

The recipients' responses about the utilization of financial assistance was positive. 35 beneficiaries were interviewed. Almost all of them gave very clear responses. The table given below shows the responses.

Title 15 : Utilization of financial assistance by beneficiaries

n = 35

Utilization	Number of beneficiaries	Percentage
Utilized for educational needs	32	91.4
Handed over to the parents	30	85.7
Visited new places and nearby towns	2	5.7
Spent the amount by himself	1	2.8
Utilized for making clothes and other fashionable items	23	65.7
Utilized for entertainments	3	8.6

80 per cent beneficiaries told that the amount was utilized for educational needs. 91.4 per cent said that the amount was handed over to parents. 5.7 per cent said that they visited new places and nearby towns. 2.8 per cent said that they consumed the amount for their own purpose. 65.7 per cent utilized for making clothes and other fashionable



items. 3.6 per cent utilized for entertainments.

From the above responses it is clear that majority of the beneficiaries spend the amount on educational needs and making clothes. However, they also tend to give the amount to their parents.

Further, it was clarified from the beneficiaries about the adequacy of financial assistance. Out of 35 beneficiaries interviewed 94.8 per cent said that it is adequate, only 5.7 per cent said that it is not adequate.

The parents' views about the utilization of financial assistance is that it is for educational needs and making clothes for their children.

Overall view of the officer respondents and headmasters about the utilization of financial assistance which is given to the Scheduled Caste students is that it is not utilized for the purpose for which it is meant and majority of officer-respondents felt the need of having a prescribed rules for expenditure of the amount.

#### Misutilization

The term misutilization cannot have different meanings in different contexts. In connection with the schemes of financial assistance the amount spent other than for which it is meant is considered as misutilization. For misutilization





the responsibility is more on the recipients than on the executors of the scheme. Efforts were made to find out as to what the officer-respondents meant by the term misutilization. Many of them did not give proper responses. But a few of them said that spending of the amount of financial assistance on non-educational items may be considered as misutilization.

As discussed earlier out of 15 headmasters interviewed 13.2 per cent told that the amount was not utilized properly. They further clarified how and on what items it was misutilized.

Table 16 : Opinion of headmasters on misutilization

N = 2

Response	Number of responses	Percentage
Students discontinue their studies after getting pro-metric scholarship	1	50.0
Students spend the amount on undesirable items	2	100.0
They buy undesirable things	2	100.0
Parents use it for drinks	1	50.0

Though 13.2 per cent of headmaster responded for misutilization of financial assistance the responses were very much multiple in nature.



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## Chapter Four

### CONSTITUTIONAL AND ADMINISTRATIVE

#### Conclusion

The Government of India has been successful in the past in expansion of primary education. It has been able to reduce the out per cent expenditure on education from 1947 to 1957 and to get the of the community, which has been a great success. In order to improve the standard of education and to raise the levels, a number of efforts have been made, including: various incentives like free text books, at library units, uniforms, attendance prizes, etc. It is also necessary and special coaching, etc. to a secondary stage of education.

From the point of view of the Government, the states other than the Andhra Pradesh have been able to do more for the primary education. It is necessary to do more to meet the educational needs of the people by making more and more progress.

The major objective of the Government is to provide education and kindergartens should be provided to the primary stage and to the secondary stage of education as defined by the state gazette and also the primary stage should be within the prescribed syllabus and curriculum. For



few schemes of it-own-kind criterion is also observed.

Officers respondents were equally divided in their opinions whether the criterion was correct. Some of them considered it to be correct and some thought not correct.

More than half of C St. considered to have the financial assistance correctly or half partly than a half. 41 age portion of respondents and 22 percent reported being in disturbance of uniforms and financial assistance.

Delay in Measurement was reported at the state level as reported by the district level officials.

The study revealed that the main purpose of award of financial assistance is to help the economically and socially disadvantaged groups and also to attract the children towards education.

Regarding the utilization, the study revealed that most of the students utilize the amount on the purchase of educational items yet some parents spend the amount on making of clothes, visiting new places, entertainment and handing over to their parents.

Since the amount was distributed in presence of the parent or guardian, the amount was spent more on their requirements, i.e. food and drinks and purchase of household goods etc.





Some of the officer and non-officer-respondents reported that utilization of financial assistance followed by students and their parents was not justified. Most of the officers wanted to spend the amount of financial assistance on two major items namely on education and purchase of clothing.

There was a sort of participation in availing the incentives and at the time of disbursement especially at high school level, the students always bring along with their guardians to get the amount.

Majority of the district level officers reported that there is no sufficient official staff in district offices to disburse the amount in time. The instructors of high schools also felt that there is a burden for them and they are facing a lot of problem. A number of officers felt of special assistance by the high schools to help to look after the students. Most of the non-officer-respondents felt the need of follow up action on the schemes of financial assistance.

### Recommendations

The policy of state government may be oriented towards covering more Scheduled Caste students under the incentives both in cash and kind.

Differential approach is necessary while providing financial assistance to the students belonging to the various economic groups.



As stated earlier, in some schools the beneficiaries get the financial assistance by showing any person as their relative. To avoid confrontation between the teacher and the beneficiary, it is a consensus to fix the norms that either the parent or his spouse or any eligible person give the amount.

Rules of the school should be revised. Instead of paying amount for stationery, it is better to give the material for better utilization.

A uniform provision of credit facilities is ideal and it may be strengthened. Loan credit scholarship schemes may be introduced to credit integral classes for section and disbursement etc.

Simplified procedure for sanction of formalities at primary stage is to be done to avoid delay in sanction and disbursement of financial assistance.

Proper utilization of financial assistance can be best ensured by providing the school teachers of correct instruction on how to incur expenditure on the financial assistance.

Proper supervision is essential to remove the mis-utilization. There should be an agency which could follow-up the schemes of financial assistance and the recipients.



The high schools where the Scheduled Caste students were more organized and efficient in every way so provided for proper and timely dissemination of financial assistance.

Periodical evaluation of work is essential to find out various lapses in the system.



Chapter One

SCHEMES OF PUBLIC INSTRUCTION

From the year 1947 to 1950, the Government of India, having adopted the policy of social justice, has been constituting various committees and commissions. The first shows a general survey of the educational system.

Example of the first is the Committee on the Educational Policy, which was set up in 1947. The Committee of Enquiry, which was set up in 1948, was the first of its kind. The Committee on the Educational Policy, which was set up in 1949, was the first of its kind. The Committee on the Educational Policy, which was set up in 1950, was the first of its kind.

The Committee on the Educational Policy, which was set up in 1951, was the first of its kind. The Committee on the Educational Policy, which was set up in 1952, was the first of its kind. The Committee on the Educational Policy, which was set up in 1953, was the first of its kind. The Committee on the Educational Policy, which was set up in 1954, was the first of its kind.

There is a general survey of the educational system. The Committee on the Educational Policy, which was set up in 1955, was the first of its kind. The Committee on the Educational Policy, which was set up in 1956, was the first of its kind. The Committee on the Educational Policy, which was set up in 1957, was the first of its kind.









### Stationary

The purpose of this study was to determine the effect of the scheme of daily feeding on the health and growth of the students studying in the school of the district of X.

### Mid-day meal

Mid-day meal is a very important part of the daily diet. Nutritious food is essential for the health and growth of the children. In the school of the district of X, a mid-day meal is served to the children at noon.

### The objectives of mid-day meal

The major objectives of mid-day meal are to provide more than 1/3 of the children's daily requirements and to promote healthy growth and development of the children. It is also to encourage the children to eat more food, to go to school and to get on well with their studies, to develop good social behaviour and to maintain good personal hygiene habits and promote the development of the children's mental activities. The menu of the mid-day meal is given below.



Table 1 : *Estimated per capita consumption*

(in grams)

Items	Pre-1947	1947-52	1953-57
Rice	210	210	221
Oil	4	4	4
Dal	27	27	28
Vegetable Curry/Sambhar	5	5	5

In every school it was found that a mid-day meal is provided to all children attending the appointed Government primary schools. The school is open and closed for meals. The kitchen is a separate kitchen exclusively for lunch preparation.

As per the report of the Director of Education, the mid-day meal programme was started in 1933-34, 2.33 lakh children were benefited, 2.33 lakh children in 1953-54 and 2.33 lakh children in 1957-58 have been additionally benefited.

Under the Government's mid-day meal programme uniforms, textbooks and other materials are supplied free of cost to primary level students.



### Free supply of uniforms

The Government of Tamil Nadu have been giving free dresses every year to the children studying in class I to VIII in the schools run by Adi-Dravidar and Tribal Welfare and Backward Classes Department. The children who have been the beneficiaries under the Chief Minister's Nutritious Meal Programme alone are eligible for the supply of free dress under the scheme. The boy students are supplied with white blouse and coloured shirt. The Director of Social Welfare is responsible to get the clothes stitched.

The Director of Handlooms and Textiles, the Director of Social Welfare and the Director of School Education are responsible for the smooth implementation of the scheme.

Table 3 : Coverage of uniform incentive

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1985-86	1,343.0	1,569.72	59.69 lakhs
1986-87	1,429.0	1,367.14	59.59 lakhs
1987-88	1,553.0	1,476.12	62.1 lakhs

In the year 1985-86, Rs. 1,343.0 lakhs were allocated and Rs. 1,569.72 lakhs spent on 59.69 lakhs of beneficiaries.





In the year 1986-87 the allocation was Rs. 1,429.0 lakhs and Rs. 1,367.12 lakhs spent on 59.39 lakhs students. In the year 1987-88 the allocation was Rs. 1,553.0 lakhs and Rs. 1,476.12 lakhs spent on 62.1 lakhs beneficiaries. The overall situation so far as the number of beneficiaries is covered, it has increased gradually from year to year.

#### Free textbooks

The government sanctioned the implementation of the scheme of distribution of textbooks free of cost to students in classes I-VIII in the recognized schools in the state.

The scheme applies to all pupils studying in classes I-VIII who are availing the free nutritious meal under the Chief Minister's Nutritious Meal Programme. The Director of School Education and Managing Director, Tamil Nadu Text-book Society are jointly responsible for successful implementation of the scheme in the state.

Footwear are also supplied to the those students who are availing of the mid-day meal in the classes I-VIII. The programme started from 1987-88 onwards.

#### Financial assistance

It is learned from the Director, Adi-Dravida and Tribal Welfare, that there is no general scheme of financial assistance which cater to all the enrolled Scheduled Caste



students in the schools. In fact, the scheme which is discussed in the previous para was available to Scheduled Caste students also. Besides, there is residential scholarship sanctioned to the Scheduled Caste students, who are prosecuting their studies by staying at government hostels or boarding houses. The clientele area, is from VI to X classes. To get the scholarship the parent's income should be below Rs. 6,000 per annum.

The rate of scholarship for boys staying in classes VI - VIII is Rs. 250 per annum and for girl students it is Rs. 275 per annum. The boy students studying in classes IX - X it is Rs. 300 per annum and for girl students it is Rs. 350 per annum.

Both incentive in cash and kind are very normal for the Scheduled Caste students. Since it is awarded to general students as well. However, the other incentives in kind which have been discussed earlier are also available to the Scheduled Caste students.

Residential scholarship is available for students who are residing in the hostels attached to the institution apart from non-residential incentives. The amount is given to the concerned school to maintain the hostel.



Table 3 : Total coverage of beneficiaries of residential scholarship

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	-	52.75	3,76,145
1985-86	53.30	59.91	3,97,286
1986-87	53.10	64.52	4,01,618

From the table given above, it is understood that expenditure is more than allocation in all the years. The number of beneficiaries increased from 3,76,145 in 1984-85 to 4,01,618 in the year 1986-87.

715 hostels are available in 20 districts where Scheduled Caste students are admitted.

The study was restricted to state level only. A brief report was presented on the basis of data collected from the Directorate of Education and the Directorate of Adolescent and Tribal Welfare Department.

It is concluded that the financial assistance is given only for those students who are residing in the hostels attached to the institution. The amount is sanctioned to the school only. Such beneficiaries are very less in each



district. Pre-matric scholarship in the state is mostly incentive in kind which has been discussed earlier. These incentives are mostly for the general students. However, the Scheduled Cast. students are also covered under this scheme. There is no special scheme meant for the Scheduled Cast. students. It is recommended on the basis of the study, that there is a necessity to start a few merit scholarships to students, which will give an encouragement for better competitive spirit among them.





Chapter One.

SCHEMES OF FINANCIAL ASSISTANCE

A brief note on the various schemes of financial assistance:

Prior to independence, the Scheduled Caste and Scheduled Tribes men were socially, politically, economically and educationally at a lower level as compared to other sections of the society. It is due to various socio-economic and other hinderances that they could not come up, unless some protection was provided to them. The disparity continued to exist in the socio-economic conditions between the advanced sections and those at the lower stratum of people. To bridge the gap the constitution framers of India made provisions for the Scheduled Caste and Scheduled Tribes peoples with a view to protecting their interests and fostering their all-round development.

The need of providing financial assistance to students is accepted by the government to meet the minimum requirements of students, for this it has implemented various incentives schemes in cash and kind to these students. There is a provision in all the states and union territories to provide financial assistance to help in imparting education these disadvantaged groups to fulfil the national goal of



universalization of elementary education. An attempt has been made to study the different schemes which come under the purview of financial assistance, to study the relative usefulness of both the incentive schemes in cash and kind meant for pre-metric Scheduled Caste students. The procedure followed is to study toward the incentives and the extent of utilization, the factors responsible for non-utilization and non-utilization of the schemes etc.

The detailed study was made in northern, north and central districts of Delhi where the Scheduled Caste students enrolment is concentrated. The date of reference of the study is October 1958.

The Union Territory of Delhi has been providing incentive both in cash and kind to the students who are studying at pre-metric level. There are pre-metric scholarship or cash grant/stipend to the Scheduled Caste students, open merit junior scholarship, (except for Scheduled Caste students) merit scholarship for Scheduled Caste (classes VI to VIII) and reimbursement of examination fee etc. Apart from these the incentive in kind including textbooks, uniforms, mid day meal etc. are also provided to them. Besides these incentives there are other facilities like medical, attendance, play ground etc. There are a good number of schemes available for the different categories of students at pre-metric level. The Scheduled Caste students also can avail of the other scholarships



provided they fulfil the criteria laid down for the purpose.

Here we have discussed about the scholarship meant for scheduled Caste pre-metric students only.

#### Policy behind pre-metric scholarship

The major policy of the government behind providing financial assistance to the Scheduled Caste students is to impart education to such an extent that these students come up to the level of students of other categories. As they are backward they do not avail of the facilities due to their ignorance. To bring into the main stream of the society, education and some sort of earnings is needed. Successive five year plans have provided much scope of economic benefits to the school going children of the Scheduled Castes. Even the National Policy on Education (1986) has laid great emphasis on educational development of these communities.

Financial assistance to the Scheduled Caste students is one of the major schemes providing different type of monetary and other incentives to enable them to prosecute their studies. Most of the states and union territories administration have introduced the schemes which have been operating for several years now. It would be desirable to find out whether the scheme has, in fact, provided any benefit to the students, whether it reaches them in time, and utilized for the purpose for which it is meant.



Criteria for award of financial assistance

Pre-matric scholarship - Student should belong to Scheduled Caste as notified by the Government of India, and should be studying in recognised schools of the Union Territory of Delhi. Students of class V who have passed the last annual examination irrespective of per centage of marks secured in the class IV examination and the students from class VI to X who have passed their last annual examination securing 55 per cent marks and whose parental income from all source is  $\leq$  Rs. 15,000 per annum are eligible for cash grant/stipend of Rs. 90 per year under this scheme. Statement of these facts are to be submitted in triplicate, which should be countersigned by the education officer concerned.

Merit scholarship - The rules for this scholarship are called the Delhi Administration rules for the grant of merit scholarships to girl and boy students belonging to the Scheduled Castes studying in the recognised schools including the public and convent schools in Delhi. This scholarship is only for class VI to VIII students. Students of class VI who have obtained at least 55 per cent and below 60 per cent marks and students of class VII and VIII who have obtained at least 55 per cent marks or above in their last annual examination are eligible for this scholarship. There is no income limit for award of merit scholarship.





Rate of scholarship

<u>Classes</u>	<u>Rate of scholarship</u>
VI	Rs. 120 per annum
VII	Rs. 180 per annum
VIII	Rs. 240 per annum

Open merit type scholarship

In order to be eligible to this scholarship students should have obtained at least 60 per cent of marks in class V and studying in class VI in any recognised schools in Delhi. Age should not exceed 14 years for girls and 13 years for boys as on 30 April of each year. Such students are eligible to appear for this examination. Caste certificate should be issued from the Deputy Commissioner, Delhi. The scholarship is for three years from classes VI to VIII subject to getting 60 per cent marks in the next annual examination. The number of awardees are 100. The rate of scholarship is Rs. 500 per year. A test is conducted to determine the eligibility of the students by the scholarship branch in mathematics and general knowledge.

Reimbursement of examination fees - It is open to all Scheduled Caste students. The claim is submitted by the central Board of Secondary Education



Criteria for the incentive in kind

Uniform - It is provided to the students including Scheduled Caste and other backward and economically poor students. The selection of the student is made by the teacher concerned. If the teacher feels that the economic condition of the student is not good, then only he/she will be able to get the uniform. For this parents income should not exceed Rs. 500 per month. For the purpose of uniforms a grant of Rs. 7000 is fixed per annum at the directorate level. The teachers give their demand to the education office for uniform grant. The Education office sanctions the uniform grant according to the demand of the institution. But this grant is not sufficient to give uniforms to all the students.

Book grant - It is only for Scheduled Caste students, provided on the basis of parents' income. The income should not exceed Rs. 750 per month. The students bring books from the shop with receipt and hand over the receipt to the teachers. According to the amount of receipt the teachers make a list and send it to the education office for sanction.

For VI to VIII classes the rate of bookgrant is Rs. 120 per annum. For classes IX and X the rate is Rs. 180 per annum.



But in the case of primary school there is particular book store in every zone. The books are provided by the Municipal Corporation of Delhi. The teachers give the demand of the books and bring books according to the requirements.

Book bank Books are free to all the Scheduled Castes and non-Scheduled Castes students from the book bank. The education office sanctions Rs. 1000 per annum for the book bank. The students take the books and at the end of the year they return the books to the book bank.

Mid day meal - Mid day meal is provided to only primary classes (I-V) everyday. Municipal Corporation of Delhi provides mid day meal to each and every primary school in Delhi. There is no criteria for it.

#### Purpose of awarding the scholarship

Teachers were interviewed regarding the purpose of awarding the scholarship. The responses were multiple in nature.



Table 1 : Reasons for awarding of scholarship

Responses	Number of Responses	Percentage
To achieve universalization of elementary education	4	44.4
To help the economically and socially disadvantaged groups	4	44.4
To meet the cost of education in order to compensate the loss in daily earning of the child	6	66.6
Belong to Scheduled Caste and STs	7	77.7

Cent percent of the respondents told that those who belong to the Scheduled Caste community are eligible for award of scholarship. 44.4 per cent told that in order to achieve the universalization of elementary education and the same per cent of respondents told that in order to help the economically and socially disadvantaged groups of people scholarship are given. 66.6 per cent expressed that to meet the cost of education and to attract the children towards education that the scholarships are given.

It shows from the table that the purpose of awarding scholarship was to cover students belonging to Scheduled Caste and to meet the cost of education.





The headmaster of the school has been multiple in his efforts to help the poor students for the award of scholarships. Various table indicates the various forms of assistance.

Table 2 : Selection criteria

Responses	Number of responses	Percentage
Low income of the parent	88.9	88.9
Student's performance in examination	11.1	11.1
By virtue of students' belonging to the Scheduled Caste	100	100

88.9 per cent of the respondents said that low income of the parents and the student's performance in examination is one of the criteria for award of scholarship.

It shows that the major factor for getting financial assistance depends upon the students belonging to the Scheduled Caste community and low income of their parents.



The beneficiaries were also interviewed regarding the criteria. Out of 21 beneficiaries 12.3 per cent said that they know the criteria. What are they? (a) Scheduled Caste for which the financial assistance is provided by the government. But 47.7 per cent said that they get financial assistance, but they did not know the criteria they got it.

Parents' views were also equally important for providing the financial assistance. Towards the pre-metric scholarship the income of the parents should not exceed Rs. 1,000 per annum. The scholarship awarded to the students according to the parents' knowledge and prior information to the parents. For this reason percent of the parents gave their opinion in support of the above statement.

#### Method of applying for pre-metric scholarship

After consultation with the concerned authorities like District Education Officer, concerned headmasters and students we came to the conclusion that, there is a little lengthy procedure to get the scholarship. There is a prescribed proforma or application form for pre-metric scholarship. The students had to fill it up. The signature of the students', parent, class teacher and headmaster should be obtained on it. Caste and income certificate are also to be enclosed. Then the headmaster sends these



to the Education department/Social Welfare department.

So all the three procedure were appropriate at the time of applying for the scholarship. The Social Welfare department dealt with incentives in kind at primary level.

#### Extent of pre-metric scholarship

Here an attempt has been made to discuss the distribution of pre-metric scholarship for the last three years through which the extent of scheme and the beneficiaries position will be seen.

Table 4 : Distribution of pre-metric scholarship

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	45.00	15.81	42,739
1985-86	97.00	54.76	61,965
1986-87	73.50	58.30	64,780

The above table shows the total disbursement of pre-metric scholarship in the Union Territory of Delhi. In the year 1984-85 the total allocation was Rs. 45 lakhs and Rs. 15.81 lakhs spent on 42,739 beneficiaries. In 1985-86 the allocation was Rs. 97.00 lakhs and Rs. 54.76 lakhs spent



on 61,865 beneficiaries. In 1986-87 the total allocation was Rs. 72.50 lakhs and Rs. 58.30 lakhs spent on 61,780 beneficiaries.

The trend of allocation and expenditure shows that the allocation was more than the expenditure. However, the figures on expenditure and the number of beneficiaries were increased year after year. It is learned that the allocation was made more, but since many of the students could not bring income certificates the amount remained unspent as responded by the concerned officials.

#### Extent of merit scholarship

Directorate of Welfare of Scheduled Castes provides merit scholarship from class IX to X. The rate of scholarship for class IX is Rs. 240 per annum and in class X it is Rs. 300 per annum. The students have to secure a minimum of 55 per cent marks. Those who secured from 55 per cent to 59 per cent get Rs. 300 per annum. Those who secured 60 per cent and above get Rs. 400 per annum.





The following table shows the figures of merit scholarship, its allocation, expenditure and the number of beneficiaries.

Table 5 : Distribution of merit scholarship for classes IX to XII

(Rs. in lakhs)			
Year	Allocation	Expenditure	Number of beneficiaries
1984-85	4.00	3.33	1,290
1985-86	5.00	3.70	1,476
1986-87	6.00	6.00	1,686

The table above shows the distribution of merit scholarship from classes IX to XII. In the year 1984-85 the allocation was Rs. 4.0 lakhs and the expenditure was Rs. 3.33 lakhs on 1,290 beneficiaries. In 1985-86 the allocation was Rs. 5.0 lakhs and the expenditure was Rs. 3.70 lakhs on 1,476 beneficiaries. In 1986-87 the allocation was Rs. 6.00 lakh and the same amount spent on 1,686 beneficiaries. For the year 1984-85 and 1985-86 the number of beneficiaries is for classes IX and X students. Whereas for the year 1986-87 the number of beneficiaries includes class XI and XII also.



The Union Territory of Delhi provides both types of incentives, that is, in cash and kind. Three types of financial assistance, such as pre-matric scholarship, merit scholarship and open merit scholarship are specially meant for the Scheduled Caste students with some specific criterion. Besides these there are other types of scholarship such as industrial scholarship (it is given to the students studying industrial education, at the Government industrial schools), scholarship for wards of political sufferers, charitable scholarship, destitute scholarship, national scholarship for talented children for rural area, scholarship for wards of persons in the armed forces and sanskrit scholarship. These are meant for all category of students including Scheduled Castes. Incentives in kind include, books, mid day meals and uniform facilities to Scheduled Caste students as well as other backward classes students. For getting this scholarship, there are some criteria for the students and income limit of the parent which the students should follow.

#### Machinery and mode of disbursement

Different states and union territories have different organizational set up for the execution and implementation of the schemes of financial assistance. This organizational set up may be called as machinery for implementation of policy and criteria for the schemes.



This organizational set up is different in dealing with the financial assistance of primary and high schools in the union territory of Delhi. There is a Municipal Corporation of Delhi which deals with all the primary schools in Delhi. It deals with all kind of incentives which are provided to the primary classes. Books, uniform and mid day meal are provided by the Municipal Corporation of Delhi, through zonal offices located in every zone. The headmasters of the primary school give their demands to the zonal office.

Delhi Administration deals with the financial assistance of middle and high schools of Delhi. There is a scholarship branch in the old secretariate headed by Director of Education who deals with all the schemes of financial assistance.

The scholarship branch scrutinises the application forms and sanctions the amount and sends the cheque to the headmasters of the schools concerned.

In case of merit scholarship, it is sanctioned by the Director of Social Welfare and it is administered and distributed to eligible students. The scholarship is given for the full academic session in two instalments in a year. The first instalment is paid in September and second instalment in January.



The headmasters were interviewed regarding the sanction and release of the funds. Cent per cent of the headmasters opined that the fund is sanctioned and released through the District Education Officer and Directorate of Social Welfare. And the sanction grants comes directly to the headmasters of schools.

Table 6 : Sanction of financial assistance

N = 9

Form of assistance	Number of responses	Percentage
Cash	8	88.9
Cheque	3	33.3
Material	5	55.6

Many of the respondents gave more than one response. 88.9 per cent of the headmasters told that the grant comes in the form of cash 33.3 per cent told that it comes in the form of cheque and 55.5 per cent told that it comes in the form of kind.

Regarding the disbursement of scholarship and incentives in kind cent per cent of the headmasters opined that, after receiving the grant they immediately distribute it to the students. The disbursement is made in the presence of





parents only by the class teacher. No official is present at the time of disbursement. Some times the official authority did come for checking of the documents.

Cent per cent of the headmasters opined that all the Scheduled Caste students do not get the scholarship. It is due to income limit of the parents. Sometimes the parents could not provide income and caste certificate and such students did not avail of the scholarship.

Regarding the receipt of the financial incentives, 21 beneficiaries were interviewed in the sample schools. Cent per cent of them told that they received scholarship and incentives in kind from the school. The following table shows types of incentives received by them.

Table 7 : Types of incentives received by students

N = 21

Response	Number of responses	Percentage
Pre-matric scholarship which is awarded to Scheduled Caste students	15	71.4
Uniform	20	95.2
Books from book bank	16	76.1
Stationery	8	38.1
Mid day meal	6	28.5
Merit scholarship	6	28.5



Here the beneficiaries responses are multiple in nature. Out of 21 students, 71.4 per cent told that, they received pre-matric scholarship. 28.5 per cent availed of the merit scholarship, 95.2 per cent told that they were provided uniform facility, 76.1 per cent were given books from the book bank, 38.1 per cent, stationery and 28.5 per cent mid day meal.

Here all the students were not provided all types of incentives. It is because in order to get pre-matric scholarship, they have to satisfy some kind of income limit of the parents. In merit scholarship, the students have to secure a minimum of 55 per cent marks in classes V to X. Uniforms are given to all the students who are economically poor including those belonging to the Scheduled Castes. Books and stationery are provided by seeing the income limit of the parents. Mid day meal is provided to only classes I to V.

The headmaster sends a notice to the students and parents before disbursing the financial incentives.

Among 21 beneficiaries interviewed 71.5 per cent told that they received the incentives in the form of cash and 28.5 per cent told that they received in form of kind. It is because all the students are not eligible to get the



scholarship. In primary schools upto class IV incentive in cash is not provided but incentives in kind are given.

Parents were interviewed with regard to the disbursement of scholarship. Out of 21, cent per cent opined that students get the full amount regularly.

Regarding the delay of disbursement headmasters, beneficiaries and parents told that there is no such delay in getting the scholarship.



## Chapter Two

### STRENGTH AND WEAKNESSES OF THE SCHEME AND DELAY IN DISBURSEMENT OF FINANCIAL ASSISTANCE

#### Strength and weaknesses of the scheme.

From the earlier discussion it is clear that there is a provision in the Union Territory of Delhi to provide financial assistance in the form of cash and kind. There are eight types of incentives provided to Scheduled Caste students in the union territory.

It is highly appreciated that the schemes are for the Scheduled Caste students to improve their education. The Union Territory has taken a step to bring to the main stream the disadvantaged groups of the society.

The government do not provided scholarship to all the Scheduled Caste students. The provided only on the basis of the income limit of the parent. So all the Scheduled Caste students do not avail of the scholarship facilities. Besides Scheduled Caste students, there is also provision for providing scholarship for the economically backward classes. But it is provided on the basis of the income limit of the parent, that is, 1,500 per annum.





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Uniform is provided to all category of students. From the responses of the headmasters it shows that according to the demand of the schools, sufficient uniform is not provided by the Municipal Corporation, and Directorate of Social Welfare of Scheduled Caste and Scheduled Tribe, Delhi administration.

Mid day meal is only for primary schools. It is only to attract better enrolment. The quality of the food is not so good. It should be nutritious.

Book grant is also provided on the basis of parents' income. The procedure is a little difficult for which the students bring their books from the book shop with a receipt. They submit the receipt to the headmaster and it is sent to the education department. After receiving the amount the headmaster disburses to the students. Here according to the information of the headmaster the students sometimes bring false receipt by paying a consideration to the shopkeeper and draw the book grant amount of Rs. 120 per annum.

The headmaster's interviewed accepted that the enrolment was increased after introduction of various incentive schemes.



Regarding the adequacy of the scholarship 33.3 per cent headmasters told that the scholarship was adequate, 66.7 per cent told that it was not adequate to meet the needs.



### Chapter Three

## UTILIZATION AND MISUTILIZATION OF FINANCIAL ASSISTANCE

### Utilization

The success of any scheme of financial assistance largely depends upon its utilization. Allocation of funds itself is not enough unless it is properly utilized. In the present chapter an endeavour has been made to study the different patterns of utilization of the amount of financial assistance.

Regarding the utilization of the financial assistance in general it was pointed out by the headmasters that the scholarship they give to the parents is spend in other way also. It was the views of the parents that, they spent all the money on their children. The students view was that they did not know about the money but they got all the necessary things from their parents. So to ascertain the above views, the responses of the headmasters are given in the table below.

Table 8 : Utilization of financial assistance

N = 9

Items of the Use	Number of responses	Percentage
Purchase of books/stationery	6	66.6
Make clothes	2	22.2
Hand over to the parents	9	100.0





The above table shows the responses of the headmasters regarding the utilization of financial assistance by the students. 66.6 per cent told that they purchased books and stationery. Cent per cent of the respondents told that they handed over to money to their parents and 21.2 per cent told that they made clothes.

The responses of the beneficiaries regarding the utilization was as follows. 52.3 per cent told that they used the money on educational needs, 71.4 per cent told that they handed over to the parents. Some of the respondents gave more than one response.

Also it was enquired of the beneficiaries, whether the money was adequate to meet their educational needs. Out of 21 beneficiaries, 71.4 per cent told that the amount was sufficient. 28.6 per cent told that the amount was inadequate. They also said that they met their needs by borrowing from home.

#### Misutilization

In connection with the schemes of financial assistance, it was suggested that the amount was utilized for purposes other than those for which it is meant. For misutilization the responsibility is more on the recipients than on the executors of the scheme.



According to headmasters' views, the money which was spent on other than educational needs is known as misutilization of financial assistance. So from table 3, it is seen that 90 per cent of students told that they handed over all the money to their parents, So according to headmaster the money handed over by the students was utilized by the parents on their household needs etc.

#### Non-utilization

There was no question of non-utilization of the financial assistance because the headmasters disbursed the money to the students over their signature. If the student was absent the money was sent back to the Education Office.



## Chapter Four

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

An attempt has been made in this study to find out the various schemes, the policy and procedure, and extent of financial assistance given to Scheduled Caste students. The major findings of the study are as follows.

The policy behind the financial assistance to the Scheduled Caste students was to impart their education. Since these people are economically and socially backward to bring awareness among them education is the tool. The purpose of the scheme is to meet the cost of education spent by the parent and to reduce the burden on them.

The incentives, both in cash and kind, were awarded but more emphasis was given on schemes providing assistance in cash. The incentive in kind by and large were confined to primary classes. The financial assistance were on pre-matric scholarship and merit scholarship etc.

Majority of officer respondents and headmasters favoured the introduction of more assistance in kind which will be more useful to the student than award of cash incentives.



The selection criterion for award of financial assistance is that the student should belong to Scheduled Caste community. The parents and headmaster respondents reported that income limit should be relaxed, which is a major constraint in metropolitan town like Delhi, where ordinary worker also gets a substantial amount per month.

More students receive the financial assistance once in a year and in some cases twice in a year.

The study revealed that more students utilised the amount of financial assistance on purchase of educational items yet all the students handed over the money to their parents. Whenever they handed it over to their parents, it was utilized for household purposes and other thing. Mostly in slums the parents utilize it on drinks. Many of headmasters said the expenditure by parents was not justified. Mostly the textbook grant was misutilized by the students and parents.

There were no prescribed rules for utilizing the amount by the recipients. Most of the officers, headmasters felt the need of having prescribed rules.

Most of the students wanted to spend the amount of financial assistance on education and clothes.





Delay, untimely disbursement, lack of follow-up action, lack of awareness among the parents and backwardness were reported as major reasons for misutilization.

The financial assistance has made an impact on enrolment and regular attendance of the students as reported by the headmasters.

#### Recommendations

The policy of Delhi Administration may be oriented towards covering more Scheduled Caste students under the various schemes of financial assistance.

Differential approach is necessary in awarding financial assistance keeping their economic condition in view. Needy and deserving students may be given financial assistance.

To avoid multiple administration, all the schemes at various levels should be brought under one administration.

It is understood that textbook grant was misutilized in many schools. To avoid this, text books should be provided by the administration which is directly helpful to the students. This will minimise misutilization.

A sympathetic approach is needed for the success of the scheme. Rates of scholarship, may be revised. They



may be enhanced keeping in view the local price and cost of living etc.

In metropolitan cities like Delhi, it is necessary to adopt a uniform criterion of merit-cut-offs.

Utilization may be more regular by giving a clear cut instructions. Prescribed rules should be framed to avoid misutilization. Misutilization may be avoided by making the Scheduled Caste people aware and by strict supervision.

As far as non-utilization of funds is concerned, the education department may take necessary steps to ensure that the amount allocated for the purpose of financial assistance is fully utilized.

Frequent evaluation of schemes is necessary to know its working condition.



## PONDICHERRY

### Chapter One

#### SCHEME OF FINANCIAL ASSISTANCE

#### A brief note on the various schemes of financial incentives

Pondicherry is one of the union territories of the Indian Union, having 492 sq.kms. of area, scattered on the eastern coast. The total population of the territory is 6,04,471 in which 96,536 are Scheduled Castes. The general literacy rate is 55.85 per cent.

Here an attempt has been made to study the facilities made available to the Scheduled Caste students studying at pre-matric level. The Government of Pondicherry has opened 255 educational institutions at various levels in predominately Scheduled Caste areas of the territory<sup>1</sup>. As many as 24,886 Scheduled Caste students were enrolled in the above institutions. The date of reference of these data is August, 1988.

The Government of Pondicherry has established a directorate, which looks after the welfare of the Scheduled Castes. Awarding pre-matric incentive scheme is one of the important items of its activity. The

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<sup>1</sup> Statistical data, Education Department, Government of Pondicherry, Pondicherry, 1987-88.



incentives are provided both in cash and kind. The incentives in cash include stipend incentive, grant of opportunity cost to the parents of girl students, pre-matric scholarship and retention scholarship. The incentive in kind include supply of textbooks, stationery, clothes and mid day meal.

In this chapter we will discuss in detail the incentives schemes in kind. The mid day meal is provided by the education department and textbooks, stationery and clothes are supplied by the Directorate of Welfare. This directorate also provides tutorial facilities and uniforms to the inmates of the hostels.

#### Policy of awarding incentives in kind

The incentives in kind are provided to the Scheduled Caste students to promote their studies further. Its main objective is to increase the enrolment in primary classes in order to encourage them to go to school regularly and to reduce the burden on their parent.

Mid day meal - Mid day meal is one of the schemes implemented in the union territory since the French regime. It is provided to all the children who are studying in government primary and middle schools. The





meal consists of rice with vegetable, sardar and one vegetable. The meal is supplied on all the working days except holidays and on vacation. The meal is meant for all the students irrespective of their community but the parents' income is taken into consideration while providing the meal.

Supply of textbooks, stationery and clothes - These items are supplied by the Directorate of Welfare of Scheduled Castes at the beginning of the academic year. They are supplied to the Scheduled Caste students studying in classes I to V.

Table 1: Number of beneficiaries of the scheme of textbooks, stationery and uniforms

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	8.65	8.65	15,870
1985-86	9.70	9.68	17,135
1986-87	11.00	11.00	18,500

The table above shows the allocation, expenditure and number of beneficiaries of incentives in kind. In the year 1984-85 Rs.8.65 lakhs were allocated and the same amount was spent on 15,870 beneficiaries. In the



year 1985-86, Rs.9.75 lakhs were allocated and almost the same amount was spent on 17,150 beneficiaries. In the year 1986-87, Rs.11.00 lakhs were allocated and the same amount was spent on 18,500 beneficiaries.

There is clear indication of the increase in the number of beneficiaries from year to year. The trend of allocation also shows increase. The overall opinion of the officers involved in education and welfare schemes is that the incentives in kind are more effective and useful for the students. It also reduces the burden on the parents.

Uniforms are provided to the students who are staying in the government welfare hostels. Apart from the above there is also provision for tutorial facility to the Scheduled Caste students enrolled in the middle school and higher secondary school level classes (classes VI to XII) by engaging secondary grade teachers/graduates/post graduates respectively for two hours in the evening after regular school hours to improve the awareness of learning among the Scheduled Caste students.

The following table shows the total expenditure and number of beneficiaries for the last three years.



Table 2 : Provision of Scholarship

(Rs. in lakhs)

Year	Allocation	Expenditure	Number of beneficiaries
1984-85	0.71	0.71	2,100
1985-86	1.65	2.57	2,440
1986-87	1.60	1.49	3,000

In the year 1984-85, Rs.0.71 lakhs were allocated and the same was spent on 2,100 students. In 1985-86 the allocation was Rs.1.65 lakh and Rs.1.57 lakhs were spent on 2,440 students. In the year 1986-87, Rs.1.60 lakhs were allocated and Rs.1.49 lakh spent on 3,000 beneficiaries.

The above analysis indicates that the number of beneficiaries gradually increased. It also shows that the interest of the students was more on tutorials to learn more and more.



## Chapter Two

### PRE-MATRIC SCHOLARSHIP SCHEME

Financial assistance is given in various forms provided to the Scheduled Caste students, who are studying at pre-matric level, and belong to the union territory. The scheme of financial incentives includes special incentive, grant of opportunity cost to the parents of Scheduled Caste girl students, pre-matric scholarship and retention scholarship.

#### Policy behind financial assistance

Government of Pondicherry provides various financial incentive schemes to the pre-matric students on the basis of their backwardness and other socio-economic conditions. The main emphasis of these schemes is to promote educational advancement of backward sections of the society. It is also spelled out that the award of scholarship helps in the purchase of clothes, books, stationery and other necessary educational items.

#### Criteria and implementation of pre-matric scholarship

##### Scheme

Scholarship is given in cash to promote educational advancement and increase the enrolment among the Scheduled Caste students. It is also to reduce the burden on the





parent. The award of scholarship helps the students to meet the expenses on the purchase of clothing, food and stationery. The general criterion is that the student should belong to the union territory. Parents' income and students' achievement in the academic career are also taken into account. The criterion was different for each scholarship which is discussed in the forthcoming pages.

Special incentive - The special incentive is a scheme provided to the Scheduled Caste students who secure not less than 65 per cent marks in SSC/Ar-ticulation examinations, in order to encourage them to undergo higher education. The rate of scholarship is Rs.300 per annum.

Grant of opportunity cost - It is given to the parents of Scheduled Caste girl students who are studying in middle and secondary classes. The girl students who work and earn for their families sustenance in order to compensate the loss of income suffered by the parents get this incentive. The rate of opportunity cost is Rs.20 per month for 10 months. This is paid in three instalments as per the version of the beneficiaries but the officer respondents told that the amount was paid in one instalment. In order to sustain interest among the students for education sometimes the payment is



given in three instalments. The objective is to eliminate the Scheduled Caste girls' illiteracy and encourage their parents to send their daughters to educational institutions by paying opportunity cost in lieu of the loss of income suffered by them.

Award of pre-matric scholarship.

The objective of this scholarship is to provide financial assistance to the Scheduled Caste students to enable them to complete their education upto secondary level. The rate of scholarship at middle level(VI-VIII) is Rs.15 per month and at the secondary level(IX-X) is Rs.20 per month for a period of ten months. To get the scholarship the income limit of the parents is fixed at Rs.9,000 per annum. The student should pass the annual examination. If he fails in the examination he is not eligible to get the scholarship. The amount is given in one instalment.

Retention scholarship - It is another incentive scheme for Scheduled Caste girl students who are studying at school level (I-X). The criterion for this award was that the girl student should belong to the Scheduled Caste community and belong to the union territory and studying in government schools. The rate of scholarship



is Rs.150 per annum. Both passed and failed candidates are eligible for the same. There is no income limit for the retention of the grant.

The grant for the first year is Rs.150. It is revealed by the Headmaster (M. J. Jeyaraj), that the application for the grant is to be made on or before 31st April and the same are to be submitted to the Government of Madras by 31st August. The grant is to be paid in the application after fulfilling the conditions. In case of failure the application should be re-submitted by 15th July. Along with the application, the following documents, namely, income and nativity certificate, are to be submitted. After verifying the headmaster of the schools also certifies the same and send it to the department of the welfare of Scheduled Castes. This department sends the same to the Government of Pondicherry for consideration. After the sanction, the same is communicated to the concerned department to pay the bills. The bills are then sent to the concerned schools. The headmaster is to collect the amount from accounts branch and distribute it to the students.

The headmaster and students of selected schools were interviewed to know the procedure of getting the scholarship. 100 per cent of the headmasters expressed



the view that the school should give in an appropriate form of financial assistance to the students who are not able to pay for education.

Responses of the students interviewed for the purpose of this study in regard to the criteria for financial assistance are as follows :

Table 3 : Criteria for financial assistance of students

N = 6		
Response	Number of Interviews	Percentage
Low income of the family	6	100
Low social status	6	100
By virtue of his belonging to the Scheduled Caste Community	6	100

All the students interviewed expressed that the low income of the family and by virtue of his belonging to the Scheduled Caste Community are the main criteria to award the financial assistance. The students interviewed expressed their views in different ways. Some of them told that they do not know the procedure followed to the award the financial assistance. But some, who are studying in classes 9th and 10th, told the same procedure which the headmaster expressed. The funds were sanctioned





and released by the Government of Pondicherry and the sanction orders go to the schools and concerned institutions through the Directorate of Welfare of Scheduled Caste. Regarding the release of funds (30.7) of the headmasters told that it came from Directorate and a few (33.3) told that the sanction came directly from the State Government.

All the headmasters told that the sanction order of funds come to them. Out of the headmasters interviewed 83.3 per cent told that they received the cash and 16.7 per cent told that they received in form of cheques.

#### Machinery and mode of disbursement.

There is Directorate at the state level, located at Pondicherry, to look after the welfare schemes of the Scheduled Caste. There is Deputy Director who looks after the scholarship schemes. At each district, district level office provides the financial assistance to the schools. The scholarships are disbursed both in cash and kind.

The funds are released by the Union Territory administration to the welfare department. The headmasters interviewed expressed various views regarding the funds movement.



Table 4 : Release of funds for financial incentive

- 5

Respondent	Number of Interviews	Percentage
Directly from the District Territory Administration	2	33.3
From the Directorate for Welfare of Scheduled Castes	4	66.7

Out of the six headmasters interviewed 33.3 per cent told that they get sanction from the Directorate for Welfare of Scheduled Castes. All the headmasters told the funds come from the District. They enquired about the nature of sanction. 33.3 per cent told they get cash and 66.7 per cent told that get cheque of the scholarship amount. They also expressed that they did not face any problem in getting the cheque encashed.

The administrative facilities available at state level for disbursement of financial assistance was adequate. The officials interviewed expressed their satisfaction on the working condition of the scholarship schemes.

#### Extent of financial assistance

The benefits of incentive schemes are provided to both boys and girls belonging to the Scheduled Caste at pre-metric level. Various financial assistance is extended



to them who were enrolled in the Government institutions of Pondicherry.

Table 5: The extent of financial assistance to the backward class students.

		(In lakhs)								
Schemes	1984-85			1985-86			1986-87			
	1	2	3	4	5	6	7	8	9	
Pre-matric scholarship	31.41	31.41	104	31.41	31.41	104	31.41	31.41	104	4531
Opportunity cost	-	-	-	1.41	1.41	1.41	1.41	1.41	1.41	1700
Special incentives	0.06	0.06	20	0.06	0.06	20	0.06	0.06	20	
Maintenance and Hostels	41.71	41.71	134	41.71	41.71	134	41.71	41.71	134	1891
Uniforms (for hosteller)	3.41	3.41	104	3.41	3.41	104	3.41	3.41	104	1694

\* Allocation of scholarship included for Scheduled Caste students for other economically backward communities.  
1 = Allocation, 2 = Maintenance, 3 = Number of beneficiaries

The table shows that the financial assistance which includes both incentive in cash and kind are awarded to the Scheduled Caste students and other backward class communities. The data shows the number of beneficiaries of 1984-85, 1985-86 and 1986-87.



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1,544 students were the variations of the variations. Under uniforms for  
hostellers 1,126 and 1,544 students were the variations of the variations  
during the years 1995-96 and 1996-97.

The administration of Pondicherry has taken keen  
interest to bring all categories of Scheduled Caste  
students into the fold of various incentive which









SAMPLE OF THE EFFECTS OF INEPTITUDE AND DELAY  
IN DISBURSEMENT OF FINANCIAL ASSISTANCE

territory: the system is implemented in the union territory of Jammu and Kashmir in all the sectors of secondary education. It is covered from class I to X. The system is implemented in the class pupils of the school. However, the system of girl students is not implemented. Financial assistance is provided in the form of scholarship. The incentives in kind are provided to all the students from class I to X at the beginning of the academic year, which is considered as a plan. The facilities are students to go to the school without asking for any financial assistance.

Prove, that the said activities is another scheme, which is to provide assistance to the students who are unable to cope up with other pupil. This scheme is to provide academic assistance and bring them to the level of excellence of the subjects. Special incentive scheme is another good scheme which creates a competitive spirit among the students, the opportunity cost is paid voluntarily to the parents of girl students



which helps in increasing enrolment of girl students.

The school bag scheme in school is extended to all the students irrespective of girls only.

The school bags are, thus, useful for the school as well as for the children. The disbursement of schoolbags to the students of primary schools is available to the school authorities the prescribed rules of each scheme.

The school authorities at the state and district levels also support the scheme initiated by the union territory authorities. The head teachers of the school are provided the amount also responded satisfactorily about the scheme in which their children get benefits.

Weakness of the scheme - All the schemes are intended for Scheduled Caste children. The head teachers and parents are aware that the amount is very less. The school bag scheme should be extended to the boys also. It is also an economic asset to the family. The delay is another factor by which misutilization is caused as reported by many headmasters.



### Delay in Disbursement

The delay in disbursement of the delay is reported about each institution. The amount of the delay is disbursed at the end of the year. The officials and the headmaster of the institution have reported their inability to get the money disbursed at the beginning of the year. The delay in disbursement of the scholarship is lengthy and is reported earlier in chapter one. The officials and the headmaster were keen to reduce the delay in disbursement of the financial assistance, but they are unable to do so, because of the procedure involved in disbursement. The officials and headmaster of the institution are unable to release the funds, and the delay in disbursement of the scholarship is reported. Apart from this, the delay in disbursement of the scholarship is reported throughout the year. It is because of lack of proper coordination between the officials and the students.





Table 6 : Time taken for the submission and actual receipt of the documents by the concerned authority

N = 6

Response	Number of cases	Percentage
Three months	1	16.7
Six months	1	16.7
Nine months	1	16.7

The above table indicates the time taken between the submission of the documents and the actual receipt of the same by the concerned authority. Six headmasters were interviewed. One of them expressed that it took three months and another expressed that it took up to six months. One of them expressed that it took up to six months. One of them expressed that it took up to six months. One of them expressed that it took up to six months. One of them expressed that it took up to six months.

However, the headmasters interviewed expressed the opinion that the documents are not submitted immediately after receiving the order from the concerned authority. The opinion of the headmasters is also more or less the same as that of the headmasters.



The overall delay is discussed here on the basis of responses of the headmasters, beneficiaries and their parents. 33 per cent of the headmasters expressed the view that there was a delay and remaining 17 per cent told that there was no delay. However, all the beneficiaries and their parents expressed that there was delay, which is represented in the table below.

Table 7: Delay in disbursement of pre-matric scholarship

	N=5	N=14	N=14
Duration of delay	Headmasters	Students	Parents
Three months	-	1 (7.2)	
Six months	5(100.0)	10 (71.4)	8(56.7)
Nine months	-	-	2(14.4)
One year	-	3 (21.4)	4(28.9)

Cent per cent of the headmasters told that there was a delay which is upto six months. 14 beneficiaries were interviewed about the delay in getting the financial assistance in which 7.2 per cent of the beneficiaries told the delay is upto three months and 71.4 per cent told it is upto six months and 21.4 per cent expressed that it is upto one year.



The parents of the beneficiaries responses were collected from their children, students and teachers. Most of them told that they do not exactly remember when they get the amount. Their responses are analyzed accordingly. 56.7 per cent told that the delay was upto six months. 14.4 per cent were of the view that it was upto nine months and 10.1 per cent told it was upto one year.

From the above analysis it is very clear that the delay is between three months to six months.

#### Causes of delay

The financial assistance the students get always gets delayed. The main cause of the delay is late submission of application forms by the students, as reported by the headmasters. 33.1 per cent told that the non-availability of relevant information from the authorities is the cause of delay. 66.6 per cent expressed various reasons which included the parents' negligence in submitting the application, late admission and procedure of awarding the scholarship being the main cause for the delay.

#### Non-payment of scholarship

There was no case of non-payment of scholarship found by the investigator in the sample schools.



## Chapter Four

### UTILIZATION AND MISUTILIZATION OF FINANCIAL INCENTIVES

#### Utilization

The term utilization defines the consumption of any material or financial assistance for a particular purpose. In case of promotional relationships, the success of the scheme depends mostly on its proper utilization for which it is meant. In the present chapter an endeavour has been made to study the different patterns of utilization of the amount of financial assistance given to the Scheduled Caste students.

A majority of officer respondents and the headmasters were of the opinion that education was the single items on which the amount of financial assistance was expected to be spent by the Scheduled Caste students. There is another provision for the parents, whose girls were studying in the higher classes. They also get some amount as opportunity cost. The officer respondents and the headmasters stated that the students spent the amount mostly on their needs.





Table 3 : Purpose of awarding the financial assistance

Table 3 : Purpose of awarding the financial assistance		
Total 6		
PURPOSES	Number of responses	Percentage
To achieve the universalization of elementary education	4	66.7
To help the economically and socially disadvantaged groups	5	83.3
To meet the cost of education	3	50.0
To attract the children towards education	2	33.3
To compensate the loss in daily earning of the child	3	50.0
By virtue of their belonging to the Scheduled Caste community	5	83.3

Many of the headmasters gave more than one response. 66.7 per cent told that the financial assistance was given to achieve the universalization of elementary education, 83.3 per cent expressed that it was given to help the economically and socially disadvantaged groups. 50 per cent opined that it was given to meet the cost of education and the same per cent told that it was given to compensate the loss in daily earning of the child. 83.3 per cent also opined that it was given because of their belonging to the Scheduled Caste community.



The above table also indicates that the financial income of the students who belong to the Scheduled Caste community is not at the cost of education and is incurred by the parents.

The expenditure as stated by the beneficiaries is not at the cost of the beneficiary, making them hand over the amount to the parents.

The following table indicates the respective responses of the beneficiaries:

Table 9 : Allocation of financial assistance on the basis of response

N = 6		
Item	Number of Responses	Percentage
Purchasing of books and stationery	4	66.7
Handing over to the parents	3	50.0
Handing over to the parents	6	100.0

The beneficiaries interviewed gave more than response. All the beneficiaries hand over the amount to their parents. 66.7 per cent purchase books and stationery and 50 per cent make clothes etc.



The study revealed that there were no prescribed rules or guidelines as to the ways in which and the items on which the amount of financial assistance was to be spent by the recipients. All the collector respondents and the beneficiaries interviewed expressed the view that they have used the amount for the purpose which may not be justified. It was pointed out that the parents do not utilize the amount for the purpose for which it is meant. A majority of the collector respondents said the needs of having prescribed rules or expenditure.

The beneficiary beneficiaries were also interviewed on the ways in which the amount was spent. They expressed various views about the expenditure of financial assistance. They pointed out that the amount they got either in the past or at the end of the year. Hence the amount was utilized for household purpose and purchase of goods, payment of loans etc. The responses of the beneficiaries are given below.



Table 10: No. of beneficiaries of financial assistance

N = 14

Items of expenditure	Number of Beneficiaries	Percentage
Utilized for educational needs	10	71.4
Handed over to the parents	14	100.0
Visited new places	1	7.1
Made clothes and purchased other fashionable items	7	50.0

Many of the responses were multiple in nature. All the beneficiaries told that they handed over the amount to their parents. 71.4 per cent told that it was utilized for educational needs. 50 per cent told that they made clothes and purchased fashionable items. 7.1 per cent told the amount was used for other purposes.

It is reported that the utilization of financial assistance was more or less proper. Mostly the beneficiaries handed over the amount to the parents. Majority of them utilized for educational needs. They also spent the amount on their dresses.

#### Misutilization

The term misutilization connotes different meaning in different contexts. In connection with pre-metric incentive schemes it means that the amount is utilized





for purposes other than those for which it is meant. For misutilization of the amount is more on incidents than on the utilization of the amount.

The study also revealed that misutilization amount is more on the amount of financial assistance on non-educational purposes. It may include purchase of non-educational items, clothing, tuition fees, examination fees, etc. for supporting their studies. It may also include the amount of financial assistance considered as misutilization. It may be said that when the amount of financial assistance is spent either by the students or by their parents on non-educational items it leads to misutilization.

All the beneficiaries interviewed expressed the view that the financial assistance was used to the students for educational purposes. They also emphasised that the amount was not given to their parents. It shows that they do not misutilize the amount. If the parents utilized the amount for household purposes then only it can be said that it is misutilization. The study revealed that misutilization was not much as reported by the concerned officials. However, delay in disbursement may lead to misutilization as



expressed by the headmen. However, some of the headmen and village elders and villagers were of the opinion that the parents use the financial assistance on a loan on the day of payment.

The question of non-utilization did not arise because the money was made available on the demand of the headmen.



## Chapter Five

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusion

The main findings are as follows:

#### POLICY AND PRACTICE

The main objective of the policy of awarding financial assistance is to increase the enrolment in primary education, to ease the burden of the parents and to provide the educational advancement of backward communities. It is also pointed out that the scholarships helps the students to meet the necessary requirements and encourages them to attend the school.

Schemes - There are two main kind incentives schemes operating in Pondicherry. At primary level girl students get a scholarship, which in turn increases the enrolment in the school. Incentives in kind are given at the primary level to all the students irrespective of their community. Financial assistance was given to the girl students on the basis of merit-cum-income.

The beneficiaries recipients and officer-respondents of the sample blocks of the union territory reported inadequacy of financial assistance given to Scheduled Caste students. Merit facility if given to these



students. The financial assistance provided were pre-matric scholarships, opportunity cost, special incentive etc.

Criterion - The major criterion for the award of scholarships and incentives in kind were the fact of their belonging to the Scheduled Caste community. Apart from that they should also belong to the union territory of Pondicherry, confirm to the parents income limit and also show their achievement in the academic career etc.

There is a special department of the welfare of Scheduled Caste to look after these schemes. Issue of sanction, and disbursement are done by the welfare department and implementation and supervision by education department. The officer-respondents, recipients, headmasters and the parents were also partly satisfied with the criterion and implementation of the schemes.

Disbursement and Delay - The Government of Pondicherry disbursed the incentives in kind at the beginning of the academic year. In case of financial assistance, disbursement is made mostly twice or thrice in a year. The official respondents are not satisfied with the late disbursement of financial assistance. However, they expressed their helplessness in this regard because the





procedure involved in sanctioning the scholarship is lengthy.

#### Strength and weaknesses of the scheme

There is a good response for each scheme implemented for the Scheduled Castes, specially the enrolment was increased in schools and more girls students were enrolled. Incentives in kind were more useful than the financial assistance as recommended by many headmasters. Schemes like opportunity cost, uniforms etc. may be extended to boy students also.

Utilization - The study reveals that many of the students utilize the amount of financial assistance on purchase of educational items. However, there is also misutilization on non-educational items, purchasing clothes and spending the money on household purposes which are unavoidable since there was no prescribed rule for expenditure.

Most of the officer respondents and headmasters admitted that some amount was misutilized by the recipients and their parents.

#### Recommendations

The policy of the union territory may be oriented towards covering more Scheduled Caste students under the scheme of financial assistance. Different approaches in



## RAJASTHAN

### Chapter One

A brief note on various schemes of financial assistance

According to 1961 census the total population of Rajasthan is 343.61 lakhs, of which 17.04 per cent are Scheduled Caste. The general literacy rate of the State is 24.31 per cent whereas only 14.41 per cent literates belong to Scheduled Castes. Since there is a big gap between the general population and Scheduled Caste literacy rate the State Government has initiated various welfare schemes to boost the Scheduled Caste literacy to bring them at par with general population. As a part of these efforts they have initiated some financial schemes to the pre-metric students who are attending the schools regularly. In this study we have made an attempt to review the incentives available to the Scheduled Caste students and their utilisation and extent of scholarship to them.

The date of reference of these data is March 1969.

The Government of Rajasthan has initiated schemes in both cash and kind to the Scheduled Caste students. These incentives including general scholarship, special scholarship, hostel facility, free books, stationery and uniforms. Among the schemes, free textbooks, stationery



and uniforms are given to the primary school students (classes I-V). The remaining financial assistance is meant for secondary school students (classes VI-X).

#### General scholarship scheme.

This scheme is a scheduled caste scheme and is available to the poor and government recognised educational institutions. The rate of scholarship is different for different stages and also for girls and boys. In classes VI-VIII girls get Rs.20 and boys get Rs.15 per month whereas in high school the rate of scholarship is for boys Rs.30 and for girls Rs.40 per month. The headmaster of the institutions, Deputy District Education Officer and Additional District Education Officer are the sanctioning authority. The duration of the scholarship is for 10 months. According to Director of Education (Primary and Secondary) as far as possible financial assistance should be made readily to the students.

#### Special scholarship scheme.

This scheme is awarded to the students who are studying in highly reputed educational institutions of the state. This scheme has been started from 1962-63 onwards. The students who are studying in such



institutions not been teaching and learning, grant. The total expenditure on such studies is up to Rs.5000-5000 per year per school. Special attention was not made in any other way to the exact amount allotted for each student. In this school, the students have got more than 55 per cent of the total scholarship to apply. The selection of the scholars was made on the basis of merit, and the recommendations of the selection committee went into this purpose.

#### Hostel facility

Hostel facility is provided by the Social Welfare Department. As per the progress report of the Social Welfare Department (1937-38) there are 341 hostels running under the direct control of Social Welfare Department and 109 are under control of voluntary organizations. There are separate hostels for boy and girl students. The rate of scholarship for boys and girls living in hostels is the same. The amount for classes VI to VIII is Rs.110 per month and for Classes IX to XII is Rs.145 per month.

The hostel is managed by the District Social Welfare Officer, who is overall incharge of the hostels. Each hostel has a superintendent to look after the





hostel affairs. The amount is spent on food items consisting of milk, rice, vegetables and oil. They are supposed to supply food to students. The students are not provided with food because of lack of permanent canteens as reported by the school.

#### Text books, stationery and uniforms

The scheme is meant for Scheduled Caste students who are studying in rural areas. These schools are run by the Zila Parishad, whereas the primary schools located in urban areas are managed by the Directorate of Education. In these schools there is no incentive scheme offered to them. The schools managed by the Zila Parishad award the incentives in kind. Such incentives are uniform, text-books and stationery. The incentives is distributed to awardees by the head of the concerned institution under the overall supervision of Secretary, Zila Parishad.

#### Procedure of applying for financial assistance

For awarding of financial assistance to the eligible Scheduled Caste students the Government of Rajasthan has made a set of rules and regulations. The students has to apply in a prescribed proforma. Headmaster of the concerned institution forwards the application to the District Education Officer for sanction,



whereas if the headmaster is a gazetted officer he can sanction the amount. The headmaster of primary, middle and high schools of two sample district were interviewed to know the procedure of awarding of financial assistance. Five districts were selected for sample study viz, Alwar, Bharatpur, Danganagar, Jaipur and Sewal Sadhopur. 15 headmasters were interviewed from the above districts. Among them 66.7 per cent told that the students studying in their schools get financial assistance and 13.3 per cent told that the students studying in their schools are getting incentives in kind whereas 20 per cent told that no scholarship is available in the school. These 20 per cent schools are located in urban areas. The total beneficiary-responses were 35, 29 respondent's responses were further analysed. The remaining six students belonged to the schools where there is no scholarship scheme. Same is the case with the mother of parents.

The opinion of the headmasters regarding the procedure for awarding financial assistance is given below.



Table 1: Replies of Headmasters, or pre-metric scholarship

N = 12

Response	Number of Responses	Percentage
The headmaster will fill in the form and send it to the District Officer	10	83.3
The headmaster will send the form to the District Officer	2	16.7

The table given above shows the method of getting scholarship. 83.3 per cent of headmasters opined that the form will be filled in appropriate proforma and 16.7 per cent of them expressed the view that the applications are sent to the District Panchayat Officer.

Policy behind pre-metric scholarship

The major policy of the Government of Rajasthan is to provide education to the lower sections of the people in the state. As a matter of fact, the Scheduled Caste are economically and socially under-developed. Realising the fact that education is a suitable tool, the Government has introduced various incentive schemes. Further, the headmasters were enquired about the purpose of the scholarship. The table given below shows their responses.



Table 2 : Purpose of award of scholarship

n = 12

Responses	Number of responses	Percentage
To achieve universalization of elementary education	2	16.7
To help the economically and socially disadvantaged group of people	4	33.3
To attract children towards education	4	33.3
To compensate the loss in daily earning of the child	2	16.7

16.7 per cent of the headmasters expressed the view that the incentives were to achieve universalization of elementary education, 33.3 per cent said that in order to help economically and socially disadvantaged groups that the scholarship are given. 33.3 per cent opined that it is given to attract children towards education. 16.7 per cent expressed that scholarship are given to compensate the loss in daily earning of the child.

The above analysis shows that the major thrust is to attract children towards education and to provide economic assistance.





### Machinery and mode of disbursement

The sanction and award of scholarships are looked after by the Director of Social Welfare and the Director of Education (primary and secondary) at the state level.

At the district level there is no special machinery to disburse the financial assistance. Under the overall supervision of District Education Officer, the Deputy District Education Officer (Accounts) looks after the work.

There is a District Social Welfare Officer at district level who attends to the hostel work and another Senior Deputy District Education Officer and Secretary Zila Parishad look after the incentives in kind. Regarding the machinery involved in the process of disbursement of incentive in kind enquiries were made from the concerned authorities. No officer provided complete information regarding incentives in kind.

The flow of financial assistance is from the Social Welfare Department to the District Education Office and then to education office. The amount is sent on the basis of the amount spent during the last academic session plus an additional amount of 20 per cent more than the previous year. All the District Education Officers receive the



budget for the current year. The amount comes in the form of cheques. The headmasters encash the cheques and disburse the amount to the students.

Out of 12 headmasters interviewed, 83.3 per cent expressed the view that money comes from the District Educational Office and 16.7 per cent of them told that the textbooks, stationery and uniforms come from the District Panchayat Office. Regarding timely disbursement of scholarship it was informed that the disbursement of financial assistance takes place immediately after receiving the cash. Whereas in practice it is not so, as reported by the officials concerned. The cash and incentive in kind are not disbursed to all the students because the headmaster faces some problem in the way of disbursement. The major problem in disbursement is that it requires the presence of parents. It was learned from the Model High School, Jainpur, and from other school headmasters as well that many of the parents do not come to the school in time. Hence the distribution of financial assistance gets delayed and it also hampers their work. The headmasters further told that if they handover the money to the students and then their parents come after sometime and demand the scholarship amount. In such case students spends the amount in the



way he likes. In such a case the parents blame the headmasters for misutilisation of the scholarship amount by the student. Many of the headmasters do not want to create such problems and make alternative arrangements to remove this problem.

#### Extent of financial assistance

Financial assistance is provided to all Scheduled Caste students of classes VI to X. Scheme-wise coverage at the state level and in sample districts is discussed below.

Table 3 : Allocation, expenditure and the number of beneficiaries of pre-matric scholarship scheme<sup>1</sup>

(Rs.in lakhs)			
Years	Allocation	Expenditure	Number of beneficiaries
1985-86	573.31	537.77	3,27,694
1986-87	574.39	573.36	3,14,724
1987-88	691.71	656.33	4,12,677

In the year 1985-86 the allocation was Rs.573.31 lakhs, in 1986-87 it was 574.39 lakhs and in 1987-88 it was Rs.691.71 lakhs. The figures of expenditure against

<sup>1</sup> Allocation, expenditure and number of beneficiaries are both for Scheduled Castes and Scheduled Tribes because separate figures were not provided.



allocation for the above years is Rs.537.77 lakhs, Rs.573.36 lakhs and Rs.656.33 lakhs respectively. The number of beneficiaries are 2,27,64,3,74,724 and 4,12,577 during the above years. The number of beneficiaries has shown a gradual increase.

Table 4 : Statement showing allocation, expenditure and number of beneficiaries on incentive schemes

Name of the incentives	Allocation			Expenditure			Number of beneficiaries		
	1985-86	86-87	87-88	85-86	86-87	87-88	85-86	86-87	87-88
Special scholarship scheme	NA	NA	25.20	NA	NA	22.4	NA	NA	389
Free books and stationery	21.60	21.60	21.60	NA	NA	NA	38200	33200	33200
Free uniforms (Amplified)	54.80	54.30	54.30	NA	NA	NA	33200	33200	33200

In the year 1987-88 the expenditure on special scholarship scheme was Rs.22.42 lakhs as against the allocation of Rs.26.23 lakhs. It is the expenditure was less than allocation. The number of beneficiaries were 389. However, the figure on expenditure on Free books, stationery and free uniforms was not available. Only allocation figure was available. From the table given above it is seen that the allocation was constant in every year which was Rs.21.60 lakhs, the number of beneficiaries was also constant in





every year which is 33,200 except during 1985-86 which was 38,200. In the same way the allocation on uniforms was constant in every year which was Rs.54.80 lakhs and number of beneficiaries was also constant which was 33,200.

Table 5: District-wise statement showing allocation, expenditure and number of beneficiaries of the pre-metric scholarship scheme

Name of the District	Allocation			Expenditure			Number of beneficiaries		
	1985-86	86-87	87-88	1985-86	86-87	87-88	1985-86	86-87	1987-88
Alwar	23.2	26.0	26.7	23.2	26.0	26.7	12154	135,3	13,192
Bharatpur	23.9	25.5	23.0	23.9	24.6	24.9	12346	12612	12418
Ganganagar	11.5	12.1	16.0	11.5	12.1	13.0	NA	NA	NA
Jaipur	45.7	47.5	52.6	42.1	47.5	47.6	21989	23145	14123
Sawai Madhopur	25.2	27.0	26.9	25.1	26.9	26.9	13478	13147	13267

In Alwar district the allocation for the year 1985-86 was Rs.23.2 lakhs and for the year 86-87 it was Rs.26.0 lakhs and for the year 87-88 it was Rs.26.7 lakhs. The same amount was spent on 12,154, 13,573 and 13,192 beneficiaries respectively.



In Bharatpur district the allocation for the year 1985-86 was Rs.23.9 lakhs, for the year 1986-87 it was Rs.25.5 lakhs and for the year 1987-88 Rs.23.00 lakhs. Against this the expenditure figures during the same years were Rs.23.9 lakhs, 24.6 lakhs and Rs.22.9 lakhs on 12,346, 12,612 and 12,418 beneficiaries respectively.

In Gangnagar, the allocation for the year 1985-86 was Rs.11.5 lakhs, in 1986-87 Rs.12.1 lakhs and Rs.16.00 lakhs in 1987-88. The expenditure for the respective years was Rs.11.5 lakhs, 12.1 lakhs and 16.00 lakhs. The number of beneficiaries was not available.

In Jaipur district, the allocation for the year 1985-86 was Rs.45.7 lakhs, in the year 1986-87 Rs.47.5 lakhs and in 1987-88 Rs.52.6 lakhs. As against this the expenditure was Rs.41.1 lakhs, Rs.47.5 lakhs and 47.6 lakhs on 21,989, 23,145 and 24,123 beneficiaries respectively.

In Savai Madhopur District, the allocation for the year 1985-86 was Rs.25.2 lakhs, for the year 1986-87 Rs.27.00 lakhs and for 1987-88 Rs.26.9 lakhs. As against this the expenditure was Rs.25.1 lakhs, 26.9 lakhs and 26.9 lakhs on 13,478, 13,147 and 13,267 beneficiaries respectively.



It is concluded that among the sample districts received the highest amount and Ganganagar the lowest. The rest of the districts received almost the same amount.



## Chapter Two

### STRENGTH AND WEAKNESSES OF THE SCHEME AND DELAY

#### IN DISBURSEMENT OF PRE-MATRIC SCHOLARSHIP

##### Strength and weaknesses of the scheme

Financial assistance is given in both cash and kind. Assistance in kind includes textbooks, stationery and uniforms (for only rural primary schools) and hostel facility. The financial assistance includes pre-matric scholarship scheme, which is given to the students who are studying successfully in classes VI to X.

The incentives in kind is distributed through District Panchayats for the schools located in rural areas. The textbooks and uniforms are provided once in a year and a few students of primary schools get it. Hostel facility is not available to all the students who are needy but it is given to the few students on the basis of merit. As far as the financial assistance is concerned the government provides almost to all Scheduled Castes students from class VI to X. The rate of scholarship is very meagre. Many of the students are unable to meet their needs. The headmasters and the beneficiaries were interviewed about their opinion regarding the adequacy of financial assistance. Incentives in kind are not provided to the students studying in schools located in urban areas.





Table 6 : Adequacy of scholarship

N = 12

Responses	Number of responses	Percentage
Adequate	1	8.3
Not adequate	9	75.0
Can not say	2	16.7

8.3 per cent headmasters told that financial assistance which the students get is adequate. 75 per cent opined that the financial assistance was inadequate to meet their needs. 16.7 per cent told that they can not say. The headmasters who told that they can not say further clarified that it is difficult to assess the amount spent by the parents or the beneficiaries. The overall picture of the above table shows that majority of them are of the opinion that the amount is inadequate. Further, the headmasters were enquired about the performance of the students after getting the financial assistance. 12 headmasters were interviewed. 83.3 per cent told that there is increase in enrolment after awarding the financial assistance. 16.3 per cent told that the performance in terms of the enrolment of the students is not satisfactory. With regard to cause of unsatis-



factory enrolment of students, the headmasters said that the amount which the schools get is meagre and the payment also irregular. The amount of scholarship was not sufficient to meet their requirements.

The beneficiaries' responses about the adequacy and inadequacy shows that a good number of students told that it was inadequate. The table below shows the responses of the beneficiaries.

Table 7 . Adequacy of financial assistance

N = 29

Responses	Number of beneficiaries	Percentage
Adequate	3	10.4
Not adequate	20	68.9
No response	.	20.7

68.9 per cent of the beneficiaries told that the amount was not adequate and 10.4 per cent told that the amount was adequate. 20.7 per cent gave no response. This shows that even though the students are direct beneficiaries of the scheme a good number of beneficiaries did not respond about the adequacy or inadequacy of the amount. It reveals that either they are ignorant about the scheme or not aware of the expenditure involved on their education.



Delay at different levels in disbursement of financial assistance

Regarding the delay in disbursement of financial assistance, the headmasters, beneficiaries and parents were interviewed. The headmaster's view was that only by considering the amount which they spend for the purpose something concrete could be said. The beneficiaries' and parents' responses show that they are ignorant about the scheme as well as the time span of the scheme. Cent per cent of the headmasters told that there was no delay in disbursement and, whereas the parents and beneficiaries told that there is a delay of three to six months. The state government has made a provision for monthly disbursement of scholarship but it is not followed since the sanction comes from the Welfare Department. The sanction comes quarterly. The first instalment is sanctioned in the month of September, the second in the month of December and the third in the month of March. Since the amount reaches the education office quarterly, it is not possible to disburse it monthly.



The Director of Education has been requesting the Social Welfare Department for timely release of budget but in practice it never happens. It is learned from Director of Education that they have made rules and regulation regarding payment of scholarship. The dates of disbursement of financial assistance was provided in the school calendar. According to the calendar the distribution of scholarship should be made in three instalments. It is concluded that the delay was made both at district and state levels resulting in the delay of disbursement.

#### Causes of Delay

The following personnel were interviewed to determine the various causes of delay in disbursement of financial assistance. Deputy Director of Social Welfare, and Director of Education at state level, and District Education Officer and District Social Welfare officer at district level. All of them were interviewed. The Director of Education told that all matters pertaining to pre-matric scholarship is dealt by the Social Welfare Department, Jaipur. He further told that they frequently emphasised on the Social Welfare department to release the grant in time to avoid delay.





The Deputy Director of Social Welfare department and District Education Officer of the sample districts told that insufficient infrastructural facilities in his office led to delay in disbursement of the financial assistance.



### Chapter Three

#### UTILIZATION AND MISUTILIZATION OF PRE-MATRIC SCHOLARSHIP SCHEME

##### Utilization

The success of any scheme of financial assistance largely depends upon its utilization. Allocation of funds itself is not enough unless it is properly utilized. In this chapter, an attempt has been made to study the different patterns of utilization of the amount of financial assistance by the beneficiaries and their parents.

With regards to the proper utilization of financial assistance by the awardens the headmasters were interviewed to get their views.

Table 8 : Utilization of financial assistance

N = 12		
Responses	Number of responses	Percentage
Proper utilization	7	58.3
Misutilization	3	25.0
Can not say	2	16.7

58.3 per cent of the headmasters told that the students utilize the amount properly, 25 per cent expressed the view that the students misutilize the amount.



16.7 per cent were not able to comment on the utilization of financial assistance, because these respondents belonged to primary schools, where financial assistance was not available.

Thus the majority of the headmasters expressed the view that the students utilize the financial assistance properly. The way in which and on what items the utilization and misutilization of financial assistance was made was further enquired. As seen in table 8, 58.3 per cent told that the amount was properly utilized and 25 per cent told it as misutilized. The items of utilization is given below.

Table 9: The items of proper utilization of financial assistance

N = 7

Items of utilization	Number of responses	Percentage
Purchase of books and stationery	5	71.5
Handover to the parents	2	28.5

71.5 per cent of headmasters told that the amount was utilized on purchase of books and stationery and 28.5 per cent said it was handed over to their parents.



Table 10 : Misutilization of financial assistance

N = 3

Items of misutilization	Number of responses	Percentage
The amount was spent on undesirable things	1	33.3
Parents utilized for household purposes	1	33.3
Parents utilized it on drinks	1	33.3

33.3 per cent of the headmasters expressed the view that students misutilized the money in buying undesirable things and the same percentage of headmasters told that the parents utilize the amount on household purpose, again the same per cent also opined that the parents use it on drinks.

It was learnt from the headmasters that they intimate the parents before disbursement of the amount. As per the norms the amount is meant for students educational needs but a good percentage of parents utilized it in their own way.

Regarding the utilization of pre-matric scholarship the beneficiaries were also interviewed. Out of 29 students interviewed only 23 students were getting financial assistance. Here the responses were restricted "





to 23 beneficiaries only.

Table 11 : Mode of expenditure of financial assistance

N = 23

Item of expenditure	Number of responses	Percentage
Utilized for educational needs	12	52.2
Hand over to the parents	7	30.4
Make clothes and other fashionable items	4	17.4

52.2 per cent of the beneficiaries told that they spent the amount on educational needs. 30.4 per cent expressed the view that they handed over the money to their parents. 17.4 per cent of the beneficiaries told that they purchased clothes and other fashionable items.

It is thus revealed that the majority of students utilized the financial assistance for educational needs, such as purchasing textbooks and stationery etc. Few of them spent the amount on buying undesirable things.

About the awareness of getting scholarship, parents of beneficiaries were interviewed. Cent per cent of them told that they were aware about the benefits which their children got from the school.



### Misutilization

Misutilization is that the financial assistance is utilized for purposes other than those for which it is meant. The responsibility of misutilization is more on the beneficiaries than on the executors of the scheme. Some of the beneficiaries reported that they did not get full amount of scholarship. Headmasters of the same schools where the beneficiaries studied supported the statement. Further, the headmasters told that the amount which they deduct from the scholarship is utilized for building of classroom and for purchase of teaching aids etc. The parents were also interviewed. They also accepted that some amount was deducted from the scholarship and used it for building classrooms. This is considered as misutilization.

### Non-utilization

Non-utilization of the incentives in cash had not been reported.



## Chapter Four

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

The study reveals that the pre-matric scholarship scheme has been implemented successfully by the Government of Rajasthan to some extent. The main purpose of the scheme is to provide financial assistance to improve the education among the Scheduled Castes.

Under the financial scheme the government implemented both incentives in cash and kind, It included hostel facility, special scholarship, textbook, and uniforms. Textbooks and uniforms are provided only to students of the primary classes of rural areas. The government provides special scholarship to only a few students who passed with atleast 55 per cent marks.

The rate of scholarship for Scheduled Caste boys and girls students of the middle classes is Rs.15 and Rs. 20 respectively and for the secondary classes Rs.30 and Rs.40 per month respectively.

Hostel facility was provided only to a few students. The amount was paid to the hostel warden.

So far as the machinery and mode of disbursement is concerned, at the state level the Director of Social Welfare, and at the district level District Education Officer,



Secretary, Jila Parishad, and headmasters are responsible for the same. The disbursement is done by the headmasters. There is irregular disbursement as reported by the headmasters. The average delay in disbursement of scholarship is three to six months as per the beneficiaries and the parents.

As far as the utilization of scholarship is concerned it has been reported that the majority of students purchase their necessary educational items from the amount received and also handover to their parents.

According to some headmasters, the beneficiaries spent the amount on buying undesirable items. Handing over the money to their parents may be regarded as misutilization of the scholarship, as per the headmasters' opinion.

Some amount is deducted by few headmasters to utilize it for school purpose. It is also considered as misutilization.

#### Recommendations

On the basis of the conclusion the following recommendation may be drawn. From the report, it is revealed that a few primary school students get the





uniform and textbook which is unfair to other students who do not get it. Inadequately equipped machinery in Zila Parishad and non-availability of funds to urban primary school students has also been brought to light. So a balanced approach is needed to cover all the students whether rural or urban. The incentives which include textbook and uniforms are not sufficient to meet the needs. Steps may be taken to provide other incentives like mid day meal, stationery etc. to the students of primary classes.

All needy students do not avail of the hostel facility due to the inadequacy. Hostel facility should be provided to all needy students and amount of scholarship should be increased to meet the educational requirements. Regarding special scholarship only a few students get admission into the highly reputed schools. It may be implemented on a large scale.

There is a provision that the scholarship disbursement should be timely but it does not happen. Students get the scholarship in the month of March or April, that is at the end of an academic session. At that time the amount is be utilized by the parents in their own way.



Steps may be taken to avoid delay in disbursement. Students should get the money in the beginning of the academic year, so that they would not face financial inconvenience and are able to spend their money on educational requirements.

So far as the utilization of pre-matric scholarship is concerned, proper utilization of money is necessary. Proper rules may be formed. Disbursement of financial assistance through banks/post offices is better than handing over to the beneficiary/parent. The deduction of a certain amount at school level may be abolished.

As far as the timely disbursement of pre-matric scholarship is concerned, it is quite important for proper utilization and the ultimate success of the scheme. For this, Social Welfare department should be made to sanction timely and whenever the drawing authority requires it. There should be a fullfledged department to lookafter the scheme or sufficient man hours should be provided to each district office.



## Appendix

### Names of Govt. schools visited

Districts	<u>Names of the schools</u>
<u>Barisal</u>	
Barisal	- Govt. Primary school, Kacheer Dar Govt. middle school, Sonar Govt. high school, Jalbera
Kobatal	- Govt. model primary school, Kobatal Govt. middle school, Singhpura (Kobatal) Govt. high school, Gandhi Nagar
Chittagong	- Govt. primary school, Police Line Hilsar Govt. middle (high) school, Panch Nagar Hilsar Govt. high school, Gopur
Karnal	- Govt. girls primary school No. 3 Govt. middle school, Manaur Govt. high school, Jundla
Karnal District	- Govt. primary school, Thanesar Govt. middle school, Ratgal Govt. high school, Davidaspura



## Delhi

- Municipal corporation primary  
boys school No.2, Daxinapur
- Municipal corporation primary  
boys school, Tegri
- Municipal corporation primary  
boys school W-1, Daxinapur
- Govt. boys senior secondary  
school, Prasad Nagar, Katolbag
- Govt. boys middle school, Basti  
Rager, Katolbag
- Govt. senior secondary girls high  
school, Prasad Nagar, Katolbag
- Govt. girls middle school, R-Block,  
Mangolpuri
- Govt. boys senior secondary school  
Q-Block, Mangolpuri
- Govt. boys middle school R-Block,  
Mangolpuri

## Pondicherry

### Pondicherry

- Govt. primary school, T.V. Nagar
- Govt. middle school, Davidpet
- V.O.C. Govt. higher secondary school,  
Pondicherry

### Karikal

- Govt. primary school, Kottucherry
- Govt. middle school, Thiruvattakudy
- V.O.C. Govt. high school, Kottucherry





Rajasthan

- Alwar
- Govt. primary school, Khandas
  - Govt. middle school No.5, Alwar
  - Govt. senior high secondary school,  
Alwar
- Bharatpur
- Govt. primary school, Kila Bharatpur
  - Govt. M.P.H. secondary school
  - Govt. Maharaja Badan Singh senior  
secondary school
- Ganganagar
- Govt. primary school, Matiloo (Rathau)
  - Govt. secondary school, Matiloo  
(Rathau)
  - Govt. middle secondary school,  
Tara Jee Chhoti
- Jaipur
- Govt. girls middle school,  
Garijan Patti
  - Govt. Dabbar senior higher  
secondary school, Jaipur
  - Govt. basic model school, Jaipur
- Sawai Madhopur
- Govt. senior higher secondary  
school, Fintola City
  - Govt. primary school No.4
  - Govt. secondary school, Basiya